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**I: Interviewer**

**P: Participant**

**Interview duration: 1:14:46**

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

**Location: Participant's house**

**Date of the interview: 3 March 2021**

**Interview started:**

I: Tell me your name ...

P: [X]....

I: Are you one of health worker from health post?

P: Yes.

I: In this village ... in which language should we talk ... talk ... Maithili or Nepali

P: Maithili will also work ....

I: Which language will be easy for you to understand?

P: Maithili ...

I: In your village .... Children under three years of age ... what are the things they play with?

P: Child under three years of age ... some child plays with mud ... some plays with the ball ... some plays with rattle ... toys ... most of the children play with mud ...

I: Who plays with the child?

P: Grandmother... they play with grandmother ... they play with their mother ... they also play with their siblings ... they play with any member available in the house ...

I: The games the child play ... how much can they learn from the game?

P: They will learn a little bit ... not much ... the children of village ... they do not learn much ... little bit ...they learn little things ... they learn to play with mud ...

I: From those kinds of games what will the child learn?

31 P: If children will play these kinds of games.... Their mind will grow and develop ... they  
 32 will feel like they are in open ... their condition will be good ... they will be playful ...  
 33 these happen...

34 I: What else happens for children... what else can they learn from the game?

35 P: Children can learn lots of things from games...

36 I: What kind of ...?

37 P: From the game ... they will feel the love of their parents ... they will feel the love of  
 38 siblings ... how people live in the village, village lifestyle. they learn these things ... (2:13)

39 I: What other kind of development happens in a child by playing games ... as you said there  
 40 will be growth and development ...

41 P: There will be growth and development ... like physical development ... there will be  
 42 physical and mental development ...

43 I: How important it is to play with a child ... with a child under three years of age ...

44 P: It is very important for them to play ...

45 I: why?

46 P: If we talk about the playing habits of a child then ... children will lot of things by playing  
 47 ... because children cannot gain knowledge at that age ... so we orally .... And they also  
 48 learn from the environment of the house ... from the outer environment ... children will  
 49 learn in this way ...

50 I: How often do the guardian ... parents teach their child ... child under three years of age ...  
 51 have you found that?

52 P: In our village ... mostly mother teach their child ... other members go to farm ... some go  
 53 out for work ... so not much ...

54 I: For a child under three years of age ... how often do parents teach their child ... what is  
 55 the scenario in this village?

56 P: The environment is not that good ... guardian is not more involved with the child to play  
 57 games with them ... that is not found as it should be...

58 I: Why not?

59 P: Due to lack of education ... they are not much educated ... people are not much educated  
 60 in the village ... they are very minimum ... children play themselves in mud ... this ... that  
 61 ... that's it ...

62 I: What difference did you find when you are involved playing with the child and when a  
63 child plays alone separately?

64 P: There are differences ... if we play with our children, we can teach them lots of things...  
65 but if children play alone, they will not learn anything ... they will just learn one thing ...  
66 for instance if they are playing with one thing then they continue playing with that only ....  
67 Children might get dirty ... because when they play alone, they will also play with dirt and  
68 dust ... if the guardian will play with them ... they will make them play in a neat and clean  
69 environment ... they will teach them to play with anything (toy) ....

70 I: If children under three years of age do not get the opportunity to play ... or if they don't  
71 play ... how will it affect them?

72 P: They will have a mental effect ... they won't be able to play with different things ... they  
73 will not be able to learn anything ... they will be more like a dull person ...

74 I: Have you seen this kind of thing in your village ... can you give an example of that?

75 P: In village ... what to say ... I don't live here mostly ... I haven't seen ... if to talk about  
76 dullness then ... in the village, there might be some children like that ... but I haven't seen  
77 ...

78 I: How important it is for a guardian to play with a child?

79 P: It is very important ... if children will play with a guardian, then they can learn anything  
80 ... they will have their mental growth ... they will be more playful ... but that doesn't  
81 happen ... in the house the guardian are not so free to play with children ... children play  
82 themselves ...

83 I: Why guardian don't play with them?

84 P: Because they don't have much time ... they work on farm ... they sometimes go to plan  
85 crops harvesting ... sometimes to harvest ... there are so many works in village ... so

86 I: What could be the percentage?

87 P: Many percentages... many ... there are less educated people ... majority of them are  
88 uneducated ... just 1 % could be educated ... not more than that ....

89 I: Now I would like to talk about nutrition ... for a child under three years of age ... what  
90 kind of programmes are available?

91 P: Programme?

92 I: Yes ... nutrition-related ... what kind of programmes are available from health post ... or  
 93 any other organization ... in your village?

94 P: There is nothing available related to nutrition from outside ... if to talk about organization  
 95 ... then organization are also ... There is nothing available related to nutrition ... there is  
 96 ... called "*Bal vita*" even in that ... some children are given and some not ... these kinds  
 97 of things happen ...

98 I: Who is distributing "*Bal vita*"?

99 P: "*Bal vita*" was given from the municipality ... but that is not present now ...

100 I: That is not continued?

101 P: It was continuing but in between due to the corona pandemic it didn't continue ... but in  
 102 *Baisakh* and *Kartik* ... in these two months ... "*Bal vita*" and vitamin A is given conjointly  
 103 ...

104 I: Is it compulsory?

105 P: Yes compulsory ...under nutrition programme.

106 I: How do you give "*Bal vita*" ... what do community people think about it?

107 P: "*Bal vita*" ... how this is given is ... in rice and dal one pouch of "*Bal vita*" is mixed and  
 108 then it is fed to children ... but what parents do is ... before giving it to their children ...  
 109 they say "they won't eat" ... they take those packets when distributed but they do not feed  
 110 their children ...

111 I: Why do they do so?

112 P: They say that their child doesn't like to eat that ... they say so ... that's it ...

113 I: How did you come to know that they don't feed their children?

114 P: When we visit them, we ask them "did you feed your child "*Bal vita*"? they then say "my  
 115 child doesn't like to eat that ... when I give him rice ... he vomits" ... they say so ...

116 I: Why do their child don't like that?

117 P: They don't know the procedure to feed them ... the main thing is they do not know to feed  
 118 them ...

119 I: More ...

120 P: You and I will try to cajole child ... will try to feed them by cajoling them ... but they  
 121 don't do so ... because they are in rush for their own work ... so they just feed them one  
 122 or two times, they vomit and if children don't eat again then Parents leave it .... (9:48)

123 I: How is "*Bal vita*" distributed ... through whom?

124 P: It is distributed through FCHV.

125 I: Vitamin A?

126 P: Through FCHV.

127 I: How is FCHV given those materials ... where?

128 P: We give FCHV in hospital ... they then take them ... and distribute them ... we have also

129 given FCHV measuring tape ... they use it to measure ... for nutritional status and then

130 they also distribute "*Bal vita*".

131 I: Oh, after that only ...

132 P: Yes, after measuring upper arm ...

133 I: On what basis do they give that?

134 P: They measure the upper arm and there are indicators .... If the indicator shows red color,

135 it means the child is in a danger zone ... and if the indicator is little yellow ... so they give

136 according to that FCHV gives both of ...

137 I: So, you distribute to those children who are in danger zone ...

138 P: Yes, danger zone ... and to those children who show yellow indicator ...

139 I: And green?

140 P: Green one is not distributed ... they are considered healthy ...

141 I: What do community people think about this ... someone gets service, and some don't ...

142 so what do they think?

143 P: Someone gets service, and some don't ... so what happens is ... there is a dispute among

144 villagers ... they come to the hospital and shout, "You have to those children and not mine"

145 and so we make them understand ... after that they understand things and ...

146 I: Oh, they shout ...

147 P: Yes ...

148 I: Which class of people shouts more?

149 P: In that ... majority are Muslim ... "Das" ... the low-class people ... they shout ...

150 I: Who doesn't shout?

151 P: High-class people don't shout ... after making them understand just for one time ... they

152 understand things ...

153 I: Why do they (Low-class people) shout?

154 P: Due to lack of education ... they do not understand things ... like “You have given them  
 155 and not me” ...

156 I: For this “*Bal-vita*” ... or vitamin A ... the way you examine upper arm ... for nutrition  
 157 programme ... what has made you easy to give these services?

158 P: To measure the upper arm?

159 I: There must be some way you are following ... like you are distributing “*Bal-vita*” through  
 160 FCHV ... like you measure upper arm ... you also give vitamin A ... so what has made  
 161 you easy to do these things ... to run this programme?

162 P: There are certain booth ... FCHV work on those booths ... they initially call all the  
 163 participants and then there is a queue ... after that distribution is done ...

164 I: Any obstacle or challenge ... at that time ...

165 P: Many obstacles and challenges ...

166 I: Many challenges ...

167 I: What kind of?

168 P: There are crowds ... people shout, “Serve me first ... me first” FCHV faces challenges ...  
 169 so we also help them ... we are off duty at that time ... so we help them ...

170 I: What kind of help?

171 P: Help as we help them in entry ... entry of names ... and they serve people ...

172 I: So, it is challenging for them when they shout ...

173 P: Yes, challenging ...

174 I: What about place ...

175 P: There is also that obstacle ... there is no appropriate place in this village ... no one gives  
 176 their space to give ... no one even let you seat in their space ... even if you go ... they  
 177 won’t give you a mat to seat ... they don’t even offer you a glass of water... that is the  
 178 challenge of this village ...

179 I: What should be done then?

180 P: They lack education that is why education should be given ... they should be educated ...  
 181 what else can I say ... they don’t even understand when we try to make them understand  
 182 ... they say “you (FCHV) all are corrupted and that is why you are here” (laughs)

183 I: But whatever service is being given in your village ... like “*Bal-vita*” ... vitamin A ...  
 184 measurement ... what is the reason behind taking these facilities?

185 P: Reason like ... their child will be healthy ... they will be mentally fit ... they will be  
186 talented in the study when they grow up ... they will be active and playful ... in two years  
187 children will have 80% of development ... by saying all these things we motivate them and  
188 then only they agree to take the service ...

189 I: Oh, later only ... they don't agree in the beginning ....

190 P: No ... they say "My children don't eat" ...

191 I: What has created an obstacle for them ... as nutrition programme is available ...

192 P: Yes ...

193 I: But has created difficulty for them to take services?

194 P: There are no such difficulties for them ... they come to take Vitamin A and Albendazole  
195 ... they make sure they come ... they don't say "I won't go" ... they just refuse to take  
196 "Bal-vita" ... they do not understand about that and FCHV cannot make them understand  
197 ... they are just responsible for distribution ... so they refuse to take ... and if we make  
198 them understand then they take them ...

199 I: But as FCHV cannot make them understand ... they refuse to take ...

200 P: Yes ... refuse ... because there are crowds, and they are not able to make everyone  
201 understand ...

202 I: Oh, so they don't understand what it is about ... they just want to receive things distributed  
203 ... they don't understand the benefits and so they don't feed their child ... that is the  
204 challenge ....

205 P: Yes ... some people do not want to understand anything so whenever they come, they just  
206 shout ... there are some people like that ...

207 I: Now I want to talk about growth and development ... as you said that by playing games  
208 there is growth and development in child ... so for growth and development of a child  
209 under three years of age ... what kind of facilities or what kind of programmes are available  
210 in your village?

211 P: I do not see any facilities for those children ... what can I say about that ... there is no  
212 facility ... for growth and development of mind ... what can I say ... villagers do of their  
213 heart ... whatever they understand ... if they don't understand they don't do ...

214 I: So, there are no such programmes?

215 P: No ... there is none ...

216 I: Is there any programme through health post ... for growth and development?

217 P: No ...

218 I: What should be there then ... for growth and development ...

219 P: For growth and development ... there should be training ... even the public can learn from

220 that ... and then only they can apply those things in their family that how will this help in

221 for growth and development of their child ... they need education ... they need training ...

222 I: For a child under three years of age ... that is the time they will learn ....

223 P: The time they will learn ...

224 I: For their growth and development at that age ... what should be in the village for them?

225 P: I think ...

226 I: As you said training ...

227 P: Yes training ...

228 I: Training for whom?

229 P: Training should be for father and mother of children ... so that they can apply those things

230 in their children for growth and development ...

231 I: There should be training ...

232 P: Yes ...

233 I: Now I would like to talk another thing ... WHO has suggested that ... nutrition programme

234 is already available ... WHO is responsible for health sector ... WHO ... world health

235 organization ... WHO has suggested that ... nutrition programme is already available ...

236 but just nutrition programme will not work ... for growth and development of children they

237 should be taught through games ... if games would be added to nutrition programme then

238 it will help in growth and development of children ... that is what WHO thinks ... what do

239 you think about this?

240 P: Silent ...

241 I: What do you feel about this ... the suggestions and advice from WHO ...

242 P: I liked it ...

243 I: Why?

244 P: Because they are giving advice for the growth and development of the children ... that is

245 why I like this ...



246 I: Why did you like ... the concept of adding games to the nutrition programme ... why did  
 247 you like it?

248 P: The concept of adding games to the nutrition programme ... it will help in mental growth  
 249 and development of children ... that is why I like it ... that children of my village will be  
 250 able to learn things by playing games and understand games ...

251 I: How will it affect children ... how will it be appropriate?

252 P: Children will have a good effect on them ... it will also be appropriate for them ...

253 I: Why?

254 P: Because from that the children will move forward ...

255 I: How?

256 P: Like ... if they will learn anything .... After that those things will be occupied in their mind  
 257 ... they will be like I know these things ... even their parents will learn ... so if both will  
 258 learn then only, they will move forward ...

259 I: If a game programme would be added to the nutrition programme ... why will it be  
 260 appropriate for children? How will it affect?

261 P: Game is important for child ... if they know to play then it is a good thing ... there will be  
 262 mental growth and development ... that is why game programme, and the nutrition  
 263 programme is appropriate ...

264 I: In which nutrition programme should it be added?

265 P: For children ... about playing games ... for instance if any children are malnourished, they  
 266 should be informed about nutrition ... they should be informed about food habits ... that is  
 267 why it is appropriate ....

268 I: The people of your village ... the people of your village ... what will those people think  
 269 about this programme ... which will be added ...

270 P: If it will be added ... they will think good about it ... they will be happy ...

271 I: Why?

272 P: Because for the children of their village there will be a game programme ... there will be  
 273 a nutrition programme ... so people will be happy that there is that kind of programme in  
 274 their village ...

275 I: What will they think about this programme?

276 P: They will think that this programme is very good for them ... it will give good education  
 277 to their children and to them as well ...

278 I: For a child under three years of age ... the nutrition programme you all are giving ... the  
 279 “Bal vita” ... vitamin A ... in this programme if playing and games will be added ... how  
 280 and in what ways will it help in growth and development of children?

281 P: Children will have physical and mental development ... their minds will grow ...

282 I: How will it help in physical development ... how will nutrition programmes help them ...  
 283 how will playing games help them?

284 P: Physical development includes ... the children won't be short heightened ... their height  
 285 will grow ... in mental ... they will grow mentally ... they will be active learners ...  
 286 (22:00)

287 I: How much will they learn other things?

288 P: So much ... 80% ...

289 I: Now I would like to talk about the implementation of the programme ...

290 P: Ok ...

291 I: In which way should the programme be implemented ... in which way should it be  
 292 implemented so that it will be easily accessible for all of you?

293 P: For this programme ... it should be first discussed with community people ... and then  
 294 only brought in the community ... it will be good then ...

295 I: With whom should it be discussed?

296 P: With the people of the community ... if we will discuss with them and then bring the  
 297 programme then it will be good ... or else through the municipality can also help ...

298 I: In your opinion ... the nutrition programme ... playing games programme ... as you said  
 299 it will be good when brought together ... so for this ... it should be brought ... so in what  
 300 way should it be brought ... how should the programme run ... so that all the children of  
 301 the community will be involved ...

302 P: This should be brought through municipality and through health post ... and then only the  
 303 children of the community will be involved ...

304 I: Municipality and health post should bring ...

305 P: Yes ...

306 I: What should health posts do ... so that children will learn things ...

307 P: For this, there should be a discussion among community people ... all the representatives  
 308 should be invited and informed about this programme ... then only the children will be  
 309 involved ... else the children will not be involved ...

310 I: Discussion among representatives?

311 P: Yes ...

312 I: In which way should the programme run so that it will be easy to teach and to learn things  
 313 from that?

314 P: In ward ... there should be a meeting ... and then information about the programme should  
 315 be discussed ... and then only all the children will be involved ... there should be meeting  
 316 in every tole ... tole ... advertisement should also be done ... and then only it is possible so  
 317 far ...

318 I: Who should be included in that meeting?

319 P: Mother's group ...

320 I: Why did you choose the mother's group?

321 P: Because they understand so many things ... when there is a meeting of mother's group ...  
 322 many mothers will participate ... so to know about growth and development of child ...  
 323 mother is very important ... and mother will need more knowledge related to that ... that  
 324 is why mother's group is chosen ...

325 I: Beside mother's group ... in which way should it be done to make it more fruitful?

326 P: Beside mother's group ... you can gather people of tole ... people of village ... if all of  
 327 them will be gathered and information will be spread ... then it will be fruitful ...

328 I: Information ... in gathering?

329 P: Yes ...

330 I: In gathering who should be informed ... so that there will be growth and development of a  
 331 child under three years of age ...

332 P: In that ... members of village ... representative ... good people ... they should be included  
 333 ...

334 I: Gathering?

335 P: Gathering of those of people who have more knowledge related to that ... people who are  
 336 active about this programme ... if you will inform those people ... then they will help you  
 337 gather people ... they can help you for this programme ...

338 I: Ward person?

339 P: yes ...

340 I: Why did you choose representatives ... ward person?

341 P: Because the public does not value normal people ... but those people(representatives) can  
 342 bring them in their own way ... like ... even in our immunization programme people  
 343 wouldn't come ... but when we shared representatives through municipality ... the after  
 344 that ... there was more issue to deal with Muslim community ... so they found out those  
 345 people for us ... and then we vaccinated them ...

346 I: Who found out?

347 P: Ward member ... representative ...

348 I: They made it easy for you ...

349 P: Yes, it was easy for me ...

350 I: How should this programme run ... if the programme would come by adding ... about  
 351 playing games and nutrition ... in what should it be brought ... before you said with the  
 352 help of mother's group ... you also said with the help of wards representatives... in which  
 353 way should it be brought so that it will be easy for all of us?

354 P: In the beginning ... the municipality should be informed about this programme ...  
 355 municipality will then inform hospital ... and after that hospital will engage all other people  
 356 like ward representative ... renowned persons of village... FCHV ... staff of health post  
 357 ... after discussion ... if possible, then by door-to-door visit ... for a child under three years  
 358 of age (External sound)

359 I: In that programme ... who should learn first?

360 P: At first ... the mother should be taught ...

361 I: Should the mother be taught from door-to-door visit or ...

362 P: It is not possible to teach ... door to door ... they should all be called at one place ... and  
 363 then they can be taught ... door-to-door visit might not be possible ... in that way some  
 364 can be found in the home, and some can't ...

365 I: Initially you said mothers' group ... now you are saying the mother of the child should be  
 366 gathered in one place ... what is the difference between them?

367 P: Mother's group means a group of mothers in which some mothers are a member of ... that  
 368 is a separate list ... in that list, there are 15 or 20 members ... but there are many children

369 under three years of age ... so those mothers are again different ... that is what I said ...  
 370 mother's group is different, and mother of the child is different ... in this, all the mothers  
 371 should participate...

372 I: Which will be more effective ... participating mother's group or mother of a child under  
 373 three years of age ...

374 P: Both ... together ... mother's group and beside them all other mothers who have children  
 375 and who are not in mother's group ... all of them should be gathered ...

376 I: By doing that will everyone participate?

377 P: Yes, everyone will participate ...

378 I: How much will they learn there?

379 P: They will learn ... and in the village what happens is ... there are some people who will  
 380 learn after you teach them and some can't even learn ... some people are always in rush ...  
 381 like I must go ... I must go ... there is that kind of challenges ...

382 I: So, child of the mother should also be included in the mother's group?

383 P: Yes ...

384 I: Why do you want the mother's group to participate?

385 P: I want them to participate because the meeting of mother's group occurs in every month  
 386 ... so those mothers have more information like ... doing this will help in growth and  
 387 development of child ... this will help children to play games ... but other mothers who  
 388 are not part of mother's group they do not have any knowledge ... that is why if they will  
 389 participate with the member of mothers group then they will also learn from them  
 390 (members of Mother group) ...

391 I: From members of mother group ...

392 P: Yes ... because if they will see others learning they will be curious to learn as well ... but  
 393 there are some people who do not like to learn ... there are also people who will look for  
 394 money "Give me the money then only I will participate" ...

395 I: Ok ...As you said that in existing mother group the new members / mothers should be  
 396 added to form a new mother group right. So, who should be responsible for these  
 397 programmes? Who will run this programme?

398 P: For this ... I think the hospital will be responsible ... hospital ...

399 I: Who will run the mother's group?

400 P: FCHV runs mothers' group ... and when FCHV conducts meeting staffs from the hospital  
 401 also participate ...

402 I: Why did you choose FCHV ... why did you choose the hospital?

403 P: FCHV belongs to the same community ... she recognizes people of her community ... and  
 404 if to talk about hospital then in the hospital all of them are educated ...like doctor ... ANM  
 405 ... they have more knowledge ... that is why I chose FCHV and hospital ...

406 I: How can hospitals support that kind of programme?

407 P: To support from hospital hard work is required ...

408 I: What kind of ...

409 P: We must call two ... four people ... and educate them ... like "If you will do this ... this  
 410 will happen ... and like ... how to play with kids" ...

411 I: As you said old mother's group and other mothers should participate ... and the main  
 412 person responsible to hold this meeting will be FCHV ... and to help FCHV ...staffs from  
 413 the hospital must participate ... How will the hospital help FCHV ... how will they help  
 414 mothers group ...?

415 P: FCHV will be supported be ... umm ... while conducting meetings of mother's group it is  
 416 challenging ... but there are just 10 to 15 participants in that group, so it is not that hard to  
 417 call them ... but if we have to call other mothers for a meeting then we have to offer them  
 418 tea and biscuits ... they demand those things ... these are challenges for FCHV ...

419 I: But as you said staff from the hospital would also help ... so what kind of help will they  
 420 give ... why should they go ...

421 P: Like ... when we go from hospital ... the people will feel "New people have come so they  
 422 will teach us something new" ... so whenever we visit members of mother group  
 423 participates ... they are interested to learn new things ... they cannot learn new things from  
 424 FCHV as they are not much educated ... so by taking flip chart ... it is more effective to  
 425 teach through flip chart then through mouth ...

426 I: What should be done so that it will be easy for FCHV to teach those things ... what should  
 427 she run such programmes?

428 P: For them ... it's like ... they bring mat ... they call everyone and ask them to sit together  
 429 ... when they go to call them ... there are many obstacles they rare asked "is there facility  
 430 of tea ... is there facility of snacks" ... so these kinds of obstacles are seen ...

431 I: To run this programme ... you have chosen FCHV right?

432 P: Yes ...

433 I: Why did you choose FCHV?

434 P: Because she is from my tole ... she recognizes everyone ... I cannot recognize everyone

435 ... but ... she recognizes everyone in tole ... that is why I chose her ...

436 I: Have you seen any programme being run by FCHV? Can you give an example of that?

437 P: I haven't seen it.

438 I: Any group being run by them ...

439 P: Once they run a group of mother's groups ... that is in my mind ...

440 I: How was that run?

441 P: That was run ... like ... they were given snacks and money ...

442 I: As you said if staff from the hospital come to those groups the participants are more excited

443 ... so who should run the group staff of the hospital or FCHV?

444 P: FCHV should run those programmes... but when the public does not listen to FCHV then

445 FCHV calls hospital staff ... they then go and support the programme ...

446 I: But it should be run by FCHV?

447 P: Yes ...

448 I: To let her run the programme ... what kind of knowledge FCHV requires so that she will

449 be able to run the programme?

450 P: For them ... as they are not educated, we cannot teach them through flip chart ... so they

451 should be taught orally ... they should be taught to speak so politely that public gets

452 attracted towards them ... after giving that type of education only ... they can run the

453 programme ...

454 I: What kind of education do they need ... so that it will be easy for them to run such groups?

455 P: They should be educated that .... This education will help in their child development ... it

456 will help to take care of any pregnant lady near you ... even in the post-partum period they

457 should be supplied with vitamin A ... training should be given ...

458 I: For a child under three years of age ... as you said it should be promoted through mothers'

459 group ... what should FCHV do for that ... you also talked about training ... so what kind

460 of training should be given to them?

461 P: FCHV should be trained ... how will there be the development of child ... how will they  
 462 play ... how will be their physical and mental development ... if there will be training, they  
 463 can learn from that as well ... otherwise FCHV will not have much information related to  
 464 that ...

465 I: But you know about the condition of FCHV ... In what condition are they ... (36:33)

466 P: They are not educated ... they cannot understand much ... so if there will be training then  
 467 they can understand things ... their mind will be fresh ... but there is no training for them  
 468 ...

469 I: So, training should be given?

470 P: Yes ...

471 I: What kind of training should be given to them ... so that they can understand things ... and  
 472 it will be easy for them to teach ...

473 P: Nutrition-related training ... training which will help in growth and development of child  
 474 .... By teaching them games ... they need those kinds of training...

475 I: Should the training be oral or there should be practical as well ...

476 P: Yes practically ...

477 I: What should be shown practically?

478 P: Like how to play games ... nutrition-related things ... distribution ... like that ...

479 I: In what other ways can we make them understand ...

480 P: Even in the community if there will be any kind of training then only it will be effective  
 481 ...

482 I: What kind of training should be given to FCHV so that it will be easy for them to run the  
 483 programme?

484 P: What kind of training?

485 I: Yes ...

486 P: Nutrition ... pregnancy ... these things related

487 I: For a child under three years of age ... the programme which is expected to come conjointly  
 488 to nutrition programme ... what kind of knowledge and skills do FCHV require so that  
 489 they can run the programme ...

490 P: FCHV ...

491 I: Yes, as you said earlier ... they can be taught by showing things ...



492 P: Yes ... through flip chart .... Poster ... any kind of game ... through dance ... or any other  
 493 thing ... in those ways ...

494 I: To teach them who should go ... who should give training to FCHV ...

495 P: Any NGO ... any organization ... if training would come from them ... then it would work  
 496 ...

497 I: Whom should organizations train?

498 P: One ... FCHV ... staff from health post ...

499 I: Which staff should be focused especially?

500 P: Staff ... everyone is staff ... all of them are working ... and especially to field workers ...  
 501 FCHV are also field workers ...

502 I: How important is it to teach them?

503 P: It is very important to teach them ...

504 I: Why?

505 P: If hospital ANM ... doctors will learn ... then only FCHV ... if doctors and ANM are not  
 506 educated what will they teach to FCHV ... that is why training is very important ...

507 I: What kind of training is important for them?

508 P: Nutrition-related ... related to game ... related to growth and development ...

509 I: In what ways should they be taught so that they can learn and teach them back to FCHV?

510 P: Through flip chart ... poster ... through games ...

511 I: What kind of training do staffs from higher-level staffs require?

512 P: For higher level ... if they will be trained through education ... because they are already  
 513 educated so that way will be more effective ... and through flip chart ... poster ... through  
 514 those things ... Like now ... it is shown in television ... through them ...

515 I: Television ...

516 P: Yes ... even that helps in mind makeup... I mean to learn things ...

517 I: Through TV?

518 P: Yes ...

519 I: In what way ... through Tv ...

520 P: I mean laptop ...

521 I: Oh ...

522 I: How will it impact villagers ... how much can villagers learn from this?

523 P: In the village, it will be a bit hard to teach through a laptop ... so flip chart and poster ...  
 524 that can be used ...

525 I: Why did you choose the poster?

526 P: Poster and the flip chart will be effective because there are photos ... and from photos, it  
 527 can be shown that this work should be done like this ... this like this ... it can be shown  
 528 through photos ... due to that it will be more effective ...

529 I: Can you give me any example ... any work done through poster ... flip chart ... through  
 530 health post ...

531 P: Once we ... in our health post ... we ran a programme related to nutrition ... in that we  
 532 cooked "*Khichdi*" it was mixed with spinach and vegetables ... ghee ... and all other things  
 533 like ... legumes ... we mixed all of them to cook "*Khichdi*". After that, we gathered  
 534 children and took their weight and then we fed them "*Khichdi*". When we did it like this  
 535 ... it was more effective ...

536 I: To teach games and nutrition ... what way should be followed to make it more effective?

537 P: For games ... they should be shown flip chart ... they should be shown games ... if we will  
 538 make them watch something then only it will effective ...

539 I: Now I will talking about responsibilities; if this programme would come in the future ...  
 540 by adding to the health system ... then health staffs like ANM or in charge they will have  
 541 a load of that work as well ... what should be done for this?

542 P: If they will have workload ... it will not create any issue ... staffs are already engaged in  
 543 different works daily ... so if anything would come in addition it will be better ... that will  
 544 not be counted as a load ... that is the path for staffs ... and they have to work ... so if  
 545 training will be given it will be good.

546 I: Is only training required or something else ...

547 P: Training is also required and besides something else ...

548 I: What else?

549 P: Like ... for games toys will be needed ... for nutrition ... something to eat will be needed  
 550 ... like legumes ... ghee ... or ingredients to make "*Halwa*" ... those things are required  
 551 ... then it will be good ...

552 I: If this programme would be added ... then it will be added to the rest of the work you are  
 553 already doing ... how will you take this thing ... in what way?

554 P: There is nothing to worry about this ... it will be good that ... it will help in growth and  
555 development of children of my village ... children of my village will be able to learn games  
556 ... it will help in their nutritional development ... that is why I like it ... I don't think it  
557 will be taken as load ...

558 I: Why will you not take it a load?

559 P: Because this is my work and I have to do that so I can't count it as a load ... it will be good  
560 for me ...

561 I: As you said ... they should be taught through games ... toys are needed to teach them  
562 ... materials are required for Nutrition Programme, from where will those toys come ...  
563 who will give that?

564 P: That should be given from NGO ... from any organization ... or else it won't work ...

565 I: In your village ... what could be the sources for that ... like you said NGO ... besides them  
566 what could be the other sources ...

567 P: I couldn't see any source for that ... I don't know what to say ... for that ... it could be  
568 brought from the municipality ... or else I do not see any other sources ...

569 I: Municipality should bring ... that is the source ...

570 P: Yes ... it can be brought from the municipality ...

571 I: I would like to talk again about work ... as you said they require training ... special people  
572 should get involved ... whatever work they are doing how will this additional work affect  
573 their current job? What should be done for that ... should there be a division of work ... or  
574 what?

575 P: When the work will come ... it will come through municipality ... municipality will inform  
576 in-charge staff ... in-charge staff will then distribute work among staffs ... it will be  
577 effective there will be no load due to this ...

578 I: How will the work be divided so that the programme will be effective ...

579 P: That will be done by in-charge staff ... this is their work ... so they are responsible for  
580 doing that ...

581 I: Still ... you might have any feeling ... if this will be done in this way ... I can do that ...  
582 like that or you can give suggestions for that ...

583 P: I do not know what to say about this (Laughs)

584 I: Ok ...

585 P: Like to take report ... I will have to go to take report ... after bringing the report I will  
586 submit it to the in-charge ...

587 I: Your time will be required for that ...

588 P: Yes ...

589 I: How will you manage that time ... so that it will be easy for you to work ...

590 P: For that ... I will also have my office ... so I will adjust that in my office time ... but for  
591 that training is required ...

592 I: More?

593 P: Training ... bit income ...

594 I: What kind of income?

595 P: Like snacks and allowance ... (47:56)

596 I: Though snacks and allowance will be given it will be easy ...

597 P: Yes ... it will be easy ...

598 I: More?

599 P: In facilities more could be ... anything to make them watch ... to make them read ... that  
600 is needed ...

601 I: What should be done for FCHV so that it will be easy for them to learn things?

602 P: For them also training is needed ... any kind of snacks ... allowance, ... those kinds of  
603 things ... it will be easy for them then ...

604 I: What kind of things?

605 P: FCHV also needs income ... They are volunteers right so.

606 I: Snacks and allowance.

607 P: Yes.

608 I: As you said new mothers should be mixed with the mothers of the mother's group ... you  
609 also said FCHV should run such a group ... and to help them people from health posts  
610 should also participate ... so work will definitely be added ...

611 P: Yes added ...

612 I: How will this be managed ... so that it will be easy ...

613 P: I will manage this work by ... like ... there are many staffs so we all will sit together to  
614 discuss that work ... they will also share how can they help for this programme by their  
615 side ... and we will manage in that way ...

616 I: What kind of help do you expect?

617 P: Like ... whatever FCHV does ... like any meeting ... or anything for growth and  
618 development of children ... I can take my team to that place ... if I will bring two other  
619 members to my team ... it will help me ... like what to write ... what to speak ... what to  
620 teach ... that kind of help ...

621 I: Who can be that two people?

622 P: Two people are... one is me and the other is AHW(AHEBA)...

623 I: The work you are doing now ... you might have already done that work ... so what kind of  
624 problem are you facing doing those things ... how much time do you have to do those work  
625 ... do you have that time or not?

626 P: There are some obstacles ... people do not try to understand what we are trying to convey  
627 ... even if we call them to take medicines, they do not come ... they just want snack and  
628 allowance before coming to any programme ... Village problems

629 I: Whatever work you are doing in health post ... what kind of workload do you have?

630 P: I look after ... safe motherhood ... nutrition ... entry of data ... these are all mine works  
631 ...

632 I: In your work, if the nutrition programme and the game programme will be added ... how  
633 will you able to manage time for this ... what difficulties will you face?

634 P: There will be difficulties ... because I am already running an immunization programme ...  
635 if this will be added ... it can't be counted as difficulty ... it also works for me ... I don't  
636 find it difficult... if I will start working, I won't find it difficult... in my opinion ...

637 I: Why will you not find it difficult?

638 P: Because I am already working ... and as I am working, I don't find these things difficult  
639 ...

640 I: So, you will manage time for that?

641 P: Of course ...

642 I: In which way should the programme run in community so that it will have an impact in  
643 your village?

644 P: In community ...by making groups and through pamphlet ... poster ... flip chart ...

645 I: Why do you think these things will be effective?

646 P: Because just by seeing them public will feel the pictures ... they will try to follow the  
647 pictures ... they will feel like if they do according to the pictures it will help in their children  
648 growth and development ... it will help in children physical activity and exercise ...  
649 physical ... mental ...

650 I: As you said earlier if allowance will be given it will be easy ... so what should be done so  
651 that it will be easy for you to do that programme ... what will make you all interested?

652 P: Training should be given and if there will be allowance all of us will be interested to work  
653 for this ...

654 I: What about FCHV?

655 P: They will also definitely need as they are only volunteers ... (52:56)

656 I: What kind of challenges would come while doing this programme?

657 P: There will be many challenges ... like ... they are all public ... some of them are very  
658 tempered ... some come in normal way ... this happens in the village ... there are  
659 sometimes difficulties and sometimes not ... challenge is mostly seen in Muslim  
660 community ...

661 I: Why?

662 P: Because of lack of education ... they are not much educated ... they feel that whatever we  
663 do is our job and only for money ...

664 I: What should be done for them?

665 P: They should be educated ...

666 I: Who will give them education ... who will educate them?

667 P: Like ... training should be conducted for them ... by showing them flip chart ... poster ...  
668 pamphlet ... and then only their mind will open ... they will feel like it is for their children  
669 ... and their welfare ...

670 I: For this programme ... we must run ... if it would come in future ... we have to run this  
671 programme

672 P: sure ...

673 I: To run the nutrition programme along with games ... whose help and support is required  
674 ... to make this programme a successful one?

675 P: To make this a successful one ... help is required from municipality ... health post ...  
676 FCHV ... and field worker ...

677 I: How will the municipality help?

678 P: Through municipality ... it will come through organization or municipality may coordinate  
679 with us as well...

680 I: Why is health post important for this programme?

681 P: It is needed because if a health post will be involved then only it will be effective ...  
682 because they will make it easy to impart education effectively...

683 I: Why will health posts be effective?

684 P: Like ... health post already gives "*Bal Vita*" also give vitamin A ... also Albendazole...  
685 that is why ...

686 I: Because you are already giving a nutrition programme ...

687 P: Yes

688 I: what else ... why is it important?

689 P: I do not know what to say more ... nothing more ...

690 I: What else did you say ... support from the community

691 P: Support from community ... support from Mother ... support from other through mothers'  
692 group ... there all help is required ...

693 I: Why is the mother's group and mothers important?

694 P: If the mother will learn then the only child can learn ... in the very beginning mother should  
695 be taught first ... if the mother will not learn what will they teach to their children? They  
696 will leave them uneducated ... that is why mother and mothers group is needed ...

697 I: To run this programme ... a budget is also required... from where should the budget be  
698 managed?

699 P: That should be given by the organization ... municipality cannot afford in my view. ...

700 I: Why?

701 P: They should have the budget for this ... if they do not have a budget what will they give  
702 ... that is the problem ...

703 I: As you said that if that programme would come it will be effective ... whose help and  
704 support are required for this programme ... for financial support ...

705 P: From municipality ... in my opinion ...

706 I: Yes ... let me know your opinion ...

707 P: I think municipality ... even if any organization supports, they will coordinate through  
708 municipality ... so it will come from municipality ...

709 I: How will the organization help?

710 P: By conducting training ... poster ... pamphlet ... flip chart ... advertisement ...

711 I: What else should be done to manage the budget ... what should be done more to find the  
712 budget?

713 P: Organization ... ward office ... municipality ... from them.

714 I: How will the ward office manage the budget for this?

715 P: They will also coordinate through municipality ... and then only it will work ... it will  
716 reach municipality by coordinating organization ...

717 I: What is the financial situation of the municipality ... how will this programme burden  
718 municipality if will be added?

719 P: It will not burden them ... why will it burden them ... instead they will think it will be  
720 good for children growth and development ... for games ... it will be good for children ...  
721 nutrition ... there will be an exchange of education ... it will be good ... there will be no  
722 such burden ...

723 I: Now the municipality is already conducting training and meetings for you all ... if the  
724 game will be added to the nutrition programme ... how will it trouble them financially?

725 P: I do not know about that ... I do not know about municipality ...

726 I: Still... what do you feel ... how will it trouble them financially?

727 P: There might be a financial burden ...

728 I: How?

729 P: I am not much in contact with the municipality ... I do not know about that ...

730 I: But you said the ward office will help ...

731 P: Yes, I said but I do not know much about that as well. I just know about the hospital ...

732 I: Now I would like to talk about challenges ... what will community people think if this  
733 programme will come adding to the nutrition programme?

734 P: What will community people think ... they will think good that there will be growth and  
735 development of their children ... there will be games ... it will increase their thinking  
736 capacity ... they will gain knowledge from that ... (1:00:00)

737 I: Why will they be interested to participate in those kinds of groups ...



738 P: Because they will gain knowledge from that ... and some might also participate with an  
739 interest of watching poster ... pamphlet ... videos ... like what is there ... what are you  
740 showing ... people will also go for that ...

741 I: More ... Why will they be interested to participate in those kinds of groups ...

742 P: They will be interested because ... if they will participate in such programmes, they will  
743 learn something and if they will learn something they can also teach their children about  
744 those things ....

745 I: More ... what could be other reasons ...

746 P: More could be ... it will help in the physical and mental growth of their child ... it will also  
747 help in their nutritional status ...

748 I: Nutrition?

749 P: Yes ... they will learn by themselves, and they will also teach their neighbors ... they will  
750 create playful environment ... therefore ... there are so many mothers who do not know in  
751 what way should they play with their children... they can learn there that as well ...

752 I: That is why they will be interested ...

753 P: Yes ....

754 I: What will make them easy to participate in such programmes?

755 P To participate?

756 I: Yes ... as a participant ... what has made it easy for them ...

757 P: If there will be training it will make it easy for them to learn more... there will be so many  
758 other mother participants... they can learn from them as well ...

759 I: From other mothers?

760 P: Yes ...

761 I: More ... what about close and far ... if they must go to *Janakpur* what will happen?

762 P: They will not go to *Janakpur* ... they will only participate in nearby places ...

763 I: Why?

764 P: They might feel like ... “Where to go ... how to go ... what will happen going there ...  
765 why should I go leaving my own work” they will think these things ... but if it will be  
766 conducted nearby then they can go and learn there ... they will also do their work and join  
767 the training ....

768 I: What kind of challenges would come while doing this training?

769 P: There might be many challenges like ... where to sit ... people might not gather if they are  
770 invited ... no one would help ... these kinds of challenges ... some might go and shout ...  
771 I: More ...  
772 P: No one will even offer a mat to seat ... that is also the problem ... there are so many people  
773 when they are invited to come, they refuse to come ... “What will I do by learning that ...  
774 will they give me snacks ... tea” they ask that kind of questions ... those kinds of challenges  
775 are seen ...  
776 I: What about caste ...how can all the caste be included ... in what way should it be conducted  
777 so that every caste will be included?  
778 P: In these kinds of groups there should be the facility of biscuits ... snacks ...  
779 I: Who will do that?  
780 P: One who will invite participant ... for instance if hospital invites then and gives them  
781 biscuit or snacks then everyone will come ... you cannot differentiate class ... everyone  
782 will come just in one call ... they will ask first “Is there facility of biscuits and tea” ... if  
783 we say no then none of them will come ....  
784 I: Greed should be shown?  
785 P: Yes greed ...  
786 I: What other challenges would come?  
787 P: Nothing much ...  
788 I: How much will new brides be present ... because the mother will child are considered new  
789 brides ...  
790 P: Yes, new brides ...  
791 I: How often will they be present? How often will the poor be present? How often will the  
792 rich be present?  
793 P: There will be the participation of poor but rich people are stubborn ...  
794 I: Why wouldn't they participate?  
795 P: They say “What will I do learn” ... “My children will learn by themselves” this happens  
796 in the village ...  
797 I: Rich people do not listen to others ...  
798 P: They don't ...  
799 I: Why will the poor be interested to learn?

800 P: Poor will also feel ... “Let me go and see what is happening there” they have that kind of  
801 enthusiasm ... so if they go ... they sit there for a while ... and there they learn things ...  
802 and rich people are like “Why should I go there” and if they don’t go what will they learn  
803 ... that happens ...

804 I: Besides this what other kind of challenge would come in this programme?

805 P: Besides ... like... if to talk about new brides ... then if they go their guardian will oppose  
806 that ... “Why did you go ... who said you to go” that will also happen ... for instance if  
807 there will be any group discussion ... you and I can participate but they are not allowed to  
808 come out of the house to participate ... that also happens ...

809 I: In which class is it seen?

810 P: It is mostly seen in small class ... they do not offer to seat or even stand up in the  
811 programmes. ... (1:06:00)

812 I: So how will be new brides included?

813 P: They will be included ... by convincing ... they should be educated and informed that “it  
814 will help in growth and development ... in the nutrition of child ... how to take care of  
815 child ... how should you play with child” if they will be informed about these things then  
816 they can be convinced ... both the guardian and brides ...

817 I: By convincing them?

818 P: By convincing ... they won’t participate without convincing ...

819 I: To run this kind of programme continuously ... in which factor should we work ... so that  
820 the programme will be successful one ...

821 P: If it will start ... people will develop a feeling that the group discussion is benefiting them  
822 ... then will not be more challenging... it will be good ...

823 I: In which factor should we work ... so that the programme will run regularly? Not Like  
824 programmes come and go temporarily.

825 P: Yes ...

826 I: Like a vitamin, A programme runs regularly ... this should also run ...

827 P: Yes ... vitamin A is regular ...

828 I: This programme should also be continuous, right?

829 P: Yes ...

830 I: So, in what way should this programme run ... this nutrition ... games ... so that this  
831 programme will run continuously? What things should be focused?

832 P: Like vitamin A ... albendazole is given ... through municipality ... through hospital ... they  
833 should be coordinated ... like time is set for vitamin A ... from this time to that time ... if  
834 time would be set for this programme also then it will run regularly ...

835 I: Time should be set?

836 P: Yes ...

837 I: Besides time what else should be done ... time should be set for whom?

838 P: For children ...

839 I: For children or group?

840 P: For group ... like the mother of children, children ... for this FCHV ... health post ...  
841 their help should be taken and then discussed that in what way should this programme run  
842 for continuity ... and then only time should be set ...

843 I: What other things should be watched over so that the programme won't end?

844 P: Like in community ... there should be meeting ... training ... discussion among group  
845 members ...

846 I: What other things ... who should watch them ... take care ...

847 P: There should also be a person to monitor them.

848 I: Who?

849 P: That person can come from either municipality or health post ... from any two of them ...  
850 they will engage their staffs or ...

851 I: If this programme would come how will you be the participant ... what will be your role?

852 P: If this programme would come ... then ... we ... I ... I will participate in the discussion if  
853 I will be called, I would attend the programme and help in showing charts, pamphlets.  
854 (Sound disturbed)

855 I: What other roles and responsibilities you can bear?  
856 (Sound disturbed)

857 P: I would help to discuss on nutrition, games, and children mental and physical health etc.  
858 (1:10:00)

859 I: Now I am in end ... I want you to make me clear in one thing ... as you said that you will  
860 need snacks ... allowance ... you also said that municipality is giving that ... FCHV is also

861 given that ... In coming days ... as you said that even you and other health staff will need  
862 some allowance ... so this will increase the financial burden for them ... so how will it  
863 affect municipality? How will they manage this programme?

864 P: Yes, this will increase their financial burden ... and it will be hard for them to manage this  
865 ... and I do not know from where they will manage the budget for this ... I do not know  
866 about this thing ...

867 I: So, what we discussed was ... children play with whatever games and toys available in the  
868 village ... you also said that in nutrition programme there is “Bal vita” programme ...  
869 vitamin A programme ... albendazole ... you people also find low weight baby ... you also  
870 said there is no programme from growth and development of children ...

871 P: We don’t have ...

872 I: So, for that, you said the group should be formed and they should be taught about this ...  
873 as people are not educated ... you also said that new mother should be added to mother’s  
874 group ... so that all of them could learn things and they can teach it back to their children  
875 ... you chose FCHV for this ... because FCHV recognizes everyone and everyone  
876 recognizes her ... you also said people from health sector should come to help her ... and  
877 municipality and ward office should also help them ... and time and again training should  
878 be given ... discussion should be done ...

879 P: Yes ...

880 I: You also said poster, pictures should be shown to make villagers understand ... you also  
881 said there could be many challenges ... like no proper place to start group meetings ... so  
882 proper place should be managed, and they should be given biscuits ... so that people would  
883 participate ... it is hard for new brides to participate so their guardian should be convinced  
884 for this ...

885 P: Yes ...

886 I: You also said that if this programme would come ... I will go and support the staff who  
887 will be appointed ...

888 P: Yes ...

889 I: Is there anything else you would like to ask me ... that you felt that you have missed  
890 sharing...

891 P: No ...

892 I: Thank you for giving me your time ...  
893 I: *Didi* tell me one thing clearly ... as you said the budget would come for this programme  
894 ... one is financial crisis ... besides financial crisis what other support is required?  
895 P: Besides financial ... biscuits ... tea ...  
896 I: That is for you people, right?  
897 P: No. for villagers ....  
898 I: But if we give tea and biscuits all the villagers would come ... how will we manage that if  
899 everyone participates at the same time?  
900 P: People do not come usually ... but if biscuits are given people will come ... otherwise you  
901 must inform them "If you will participate in this programme" ... "you will get education  
902 related to your child" if they will be convinced in this way ... they will come ...  
903 I: Thank you.

904

905 **End of the Interview**

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