

Refresher Training through Gamified Activities for Frontline Healthcare Workers on Maternal and Newborn Care

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by

Arka Majhi
(Roll No. 184350001)

Supervisor:

Prof. Anand B. Rao

Co-Supervisor:

Prof. Satish B. Agnihotri



Centre for Technology Alternatives for Rural Areas
INDIAN INSTITUTE OF TECHNOLOGY BOMBAY
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Dedicated to my beloved parents.

Thesis Approval

This thesis entitled **Refresher Training through Gamified Activities for Front-line Healthcare Workers on Maternal and Newborn care** by **Arka Majhi** is approved for the degree of **Doctor of Philosophy**.

Examiners:

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Supervisor:

Chairperson:

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Declaration

I declare that this written submission represents my ideas in my own words and where others ideas or words have been included, I have adequately cited and referenced the original sources. I also declare that I have adhered to all principles of academic honesty and integrity and have not misrepresented or fabricated or falsified any idea/data/fact/source in my submission. I understand that any violation of the above will be cause for disciplinary action by the Institute and can also evoke penal action from the sources which have thus not been properly cited or from whom proper permission has not been taken when needed.

Date:

Arka Majhi

Roll No. 18435001

INDIAN INSTITUTE OF TECHNOLOGY BOMBAY, INDIA

CERTIFICATE OF COURSE WORK

This is to certify that **Arka Majhi** (Roll No. 184350001) was admitted to the candidacy of Ph.D. degree on 12 July 2019, after successfully completing all the courses required for the Ph.D. programme. The details of the course work done are given below.

S.No	Course Code	Course Name	Credits
1	TD 606	Public Policy and Governance in Technology and Development	6
2	TD 621	Food Processing and Nutrition Delivery	6
3	DE 668	Instructional Design	4
4	TD 694	Seminar	4
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IIT Bombay

Date:

Dy. Registrar (Academic)

Abstract

With the increasing demand for universal healthcare coverage, targeted towards mother and child under different healthcare programmes has witnessed a rapid increase in the number of Frontline Workers (FLWs) or Community Healthcare Workers (CHWs) i.e. the Anganwadi Workers (AWWs) and the Accredited Social Health Activists (ASHAs). The job training and the refresher training of these workers leave a lot to be desired. The capacity deficit of field functionaries has been identified as a major factor affecting the effectiveness of state health programmes. Given the massive numbers of field functionaries and the continuously advancing base of knowledge and techniques, conventional training pedagogy is ineffective in building and updating the capacity of the CHWs and their supervisors. With the improvement of technology and widespread availability of smartphones in cities as well as rural and tribal villages of India, access to digital training systems can potentially benefit the healthcare workers and the healthcare system to a large extent, rendering increase in immunization coverage, reduced mal-nutrition and infant mortality rate, countrywide. The conventional training methods are proving to be inadequate for the task. Gamification of the training material for the refresher training and use of digital tools for its dissemination offers one potential solution to this problem which is the subject matter of the doctoral research. The child and mother care protocol, comprising the immunization schedule and medicine supplements for children and scheduled visits, checkup and medication for antenatal and postnatal mothers, is gamified through different gaming options. Digital versions of these games are developed which are playable on android smartphones. Card games appear fit for this purpose, as they are easily customizable for the training content. The study compares the effectiveness of the game-based learning pedagogy and conventional classroom instruction with a group of CHWs, and discusses ways to make it an adequate refresher training tool.

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List of Abbreviations

ASHA	Accredited Social Health Activist
AWW	Anganwadi Worker
AWH	Anganwadi Helper
AWC	Anganwadi Centre
CHW	Community Health Worker
NFHS	National Family Health Survey
CNNS	Comprehensive National Nutrition Survey
ICDS	Integrated Child Development Services
IFA	Iron and Folic Acid
MWCD	Ministry of Women and Child Development
LMIC	Low and Middle income Countries
LISA	Local Indicators of Spatial Association
PHC	Primary Healthcare Centre
mHealth	Mobile Health
FDG	Focused Group Discussion
MCPC	Mother and Child Protection Card
IAP	Indian Academics of Paediatrician
ORS	Oral Rehydration Solution
ANC	Antenatal Care
GLO	General Learning Objectives
SLO	Specific Learning Objectives

MCQ Multiple Choice Question

CINI Child in Need Institute

Chapter 1

Introduction

Maternal and child health and nutrition are significant indicators of the growth of a nation and the well-being of its population. Healthcare systems worldwide are struggling with a shortage of Community Health Workers (CHWs) or trained health workers, especially in low- and middle-income countries (LMICs), reaching an estimated deficit of 18 million by 2030 (range 16-19) (WHO, 2020). Despite the myriad of interventions and policy actions, these are still chronic problems, particularly in nations like India, where malnutrition, morbidity, and mortality among children are severe public health concerns. Of the many government schemes addressing these issues, the Integrated Child Development Services (ICDS) scheme under the Ministry of Women and Child Development (MWCD), focuses on reducing malnutrition and overall development of children (below 6 years), as well as improving maternal health of pregnant women, and lactating mothers. However, while there has been a noticeable improvement in the rate of child mortality, the nutritional scenario has been anything but good. High and persistent child malnutrition levels with tardy reduction, seen in successive health surveys, continue to be a matter of concern in India.

One of the prominent features of the state health programmes is the role played by CHWs or frontline personnel, such as AWWs and ASHAs, who are the initial interface between the

health and nutrition system and the community, where they usually reside. ASHAs are state-government-employed CHWs tasked with delivering last-mile healthcare. They are not salaried but incentivized for their work, which is considered voluntary. ASHAs' activities include data collection, healthcare provision, and information dissemination in the community.

The state health programme's implementation depends on their ability to converge in community healthcare planning and actions, and deliver essential healthcare services efficiently, which in turn, depends heavily on their training, expertise, and competence (Gujral et al., 1991). Training and supervision were identified as one of the most ignored intervention-related aspects in systematic reviews of CHW success factors (Kok et al., 2015). However, with the magnitude of the issue and the growth of the number of field functionaries every year, the traditional ways of training and capacity building have faced significant limitations. It remains a challenge for LMICs to train or educate CHWs, ensuring the most vulnerable population's good health and well-being.

The Problems of Field Functionary Capacity Building

Refresher training of field functionaries, particularly capacity building, has been traditionally de-emphasized in terms of funding and practice. Traditionally, the field workers are trained in a physical classroom environment following the cascading model of teaching the Master Trainer of the state and districts, and then the field functionaries. Training program budgets are low, and refresher training, to keep and update knowledge, has been disproportionately impacted by budget cuts. The trainers and learners also complain about inadequate infrastructure for conducting training and assessing the knowledge gains in crowded classrooms. These are further compounded by the logistical difficulty of coordinating large-scale, face-to-face training sessions in spread-out and geographically distant locations. In these massive teaching classes, it is often difficult to pay attention to the learners or the field functionaries individually. Conventional training methods have not had the effect of motivating field workers or enabling long-term knowledge retention.

There is a pressing need to study alternative and emerging pedagogies that can bridge such gaps and render attempts at capacity building more affordable, participatory, and efficient. The rapid proliferation of digital technologies and smartphones in India, especially following the COVID-19 pandemic, has opened up new possibilities for leveraging digital tools to enhance the training of field staff. Interestingly, the post-pandemic period has witnessed a considerable

surge in digital uptake, and most field functionaries now have basic digital competence and exposure to smartphones. This development has made way for building digital training solutions to suit their requirements. Research on the training and education of CHWs is scarce. Researchers have attempted to train and educate CHWs using traditional technology solutions like ICT, community radio, and multimedia as a medium through feature phones and smartphones (Yadav and et.al., 2017; Yadav et al., 2019; Yadav and et.al., 2019).

Delving into Gamification as an Innovation in Pedagogy

Gamification, applying game design in a non-game context, has been recognized as one of the most effective strategies for optimizing participation, motivation, and learning returns. Field workers, who usually go through tedious and monotonous training protocols, can gain from gamification as a way of making learning more enjoyable and interesting. Gamification offers room for competition, cooperation, and reward, which can guarantee continuity and memorization of knowledge.

The perception of classroom-based training for CHWs has been that it is boring or non-engaging. It prompted many researchers to explore strategies for making training and learning more enjoyable. While learning through games may not guarantee complete comprehension of a subject, it often serves as a significant motivator. Although the literature on creating enjoyable learning experiences is extensive, there is limited direct evidence connecting fun and enjoyment in game-based learning to improved learning outcomes. However, game-based learning is believed to enhance engagement, which in turn can foster better learning. Various strategies have been employed to achieve this, including the use of diverse media, entertaining instructional methods, and hands-on constructivist approaches. The boundary between enjoyment and education is not always clear. Interestingly, in many cases, learning becomes a byproduct of enjoyable activities.

With the potential of gamification, this research will develop a digital game-based solution for field worker refresher training. The objective is to design an Android-centric game as a "refresher" module complementing the in-person initial core training but alleviating its limitations. This approach takes advantage of the ubiquitous usage and popularity of smartphones to deliver training content in an efficient and scalable manner.

The game design borrows from traditional card games, which are simple to learn, straight-

forward to play, and inherently engaging. The physical card game serves as a precursor and introduction to the digital one, offering a seamless transition for those who are upcoming adopters of smartphones and other technologies. The card game format also facilitates the easy incorporation of key elements of gamification, such as rules, procedures, and structured gameplay, making it an ideal choice for this situation.

Health module as Scope of Gamification

During the course of this research, it became evident that gamification requires a well-defined and unambiguous set of rules or protocols for participants to follow. In this regard, the procedures and protocols within the health module, like immunization schedule and medicine supplements for children and mothers, were found to be more clearly codified compared to those related to nutrition. Given this distinction, the gamification efforts were deliberately confined to the refresher training syllabus for ASHA workers, pertaining to health, ensuring clarity and alignment with established health protocols.

ASHA and Anganwadi Workers: Team Building

ASHA workers and Anganwadi workers (AWWs) work together to organize Village Health and Nutrition Days (VHNDs), where services like immunization, antenatal care (ANC), postnatal care (PNC), and nutrition support are provided. They also conduct home visits to ensure that pregnant women and children receive proper care and follow-up. Both workers play a key role in mobilizing the community to participate in health programs and address vaccine hesitancy. Their combined efforts significantly contribute to improving immunization coverage, reducing maternal and child mortality, and raising awareness about maternal and child health, especially in underserved communities. They are essential to the success of national health programs like the National Health Mission (NHM) and Poshan Abhiyaan (Nutrition Mission).

The dynamics of cooperation and competition come into play when AWWs join teams with ASHA workers, either collaborating or competing with each other. This interaction provides valuable insights into inter-cadre teamwork and coordination. It not only increases participation but also helps both cadres better understand each other's roles and responsibilities in community healthcare delivery.

Field Trials and Methodological Considerations

The first field trial [Publication1] ($n=100$ sampled and 86 of them retained) was conducted

in urban areas of Kolkata and rural areas of West Bengal. We conducted play sessions, tests and interviews in Bengali which is the local language. We worked in partnership with an NGO named CINI, which also acts as a State Training Centre (STC) for training the ASHAs of the districts around.

The second field trial [Publication 2] was conducted at three places. Prior notification of conducting these field testing sessions was given to the ASHA and AWW coordinators and Health Officers of Burhanpur Urban (Burhanpur, Madhya Pradesh), Joka village (Kolkata, West Bengal), and Mandala village (Slum near BARC, Mankhurd, Mumbai). Out of 400 CHWs selected through convenience sampling, n=368 (184 ASHAs and 184 AWWs) retained till the end of the study. We conducted play sessions, tests and interviews in Hindi, Bengali and Marathi respectively which are the local languages.

The third field trial [Publication 3] was conducted at Burhanpur (Madhya Pradesh) comprising both urban and rural areas. 90 participants (45 ASHAs and 45 AWWs) each from three groups were retained till the end of the study, totaling n=270 participants across three groups.

The last field trial [Publication 4] was conducted at different parts in Burhanpur, Kolkata and Mumbai. We conducted field testing with n=198 ASHAs or 94 each from two intervention groups spread across 3 locations. We conducted play sessions, tests and interviews in Hindi, Bengali and Marathi respectively which are the local languages.

Some ASHAs, particularly those with limited formal education, faced challenges reading Hindi numbers on cards and filling out survey questionnaires. To address this, numbers were changed to English while retaining Hindi words. However, ASHAs educated in Madrasas, familiar only with English and Urdu numbers, required English translations to complete forms but could still play cards using other information. Consequently, all numbers in cards and the app were updated to English. During questionnaire reviews, discrepancies were found, such as ASHAs skipping Rotavirus-related questions. This was due to Rotavirus vaccines not being operational in Madhya Pradesh and thus excluded from training materials. Additionally, confusion around the term "booster" for the PCV vaccine arose, as it was not used in their training schedules, though most ASHAs eventually understood and answered correctly.

Large-scale field trials in multicultural linguistic and geographic settings have guided the development and piloting of the gamified training module. The field trials have provided infor-

mation about the operational challenges and potentialities entailed in implementing gamification in a field training program. An instance would be how the interrelation between teamwork and collaboration was brought out through observations of ASHAs' and AWWs' interaction when playing the game in cooperation. Additionally, the design process involved iterative prototyping and field worker feedback to ensure that the game was both culturally appropriate and easy to use.

1.1 Dissertation content and structure

In this research, we conducted the experiments in phases, each addressing different but connected aspects of training and knowledge enhancement for Community Healthcare Workers (CHWs) in India. The first phase was on comparing physical and augmented reality (AR)-based playful activities for refresher training, which was conducted in rural and semi-urban areas of West Bengal. This phase provided the foundation for the effectiveness of game-based training over traditional methods. The second phase expanded the scope by integrating digital and physical card games, with a larger cohort of CHWs from various states, pan-India, to test for retention of knowledge and interest in the long term. The third phase shifted focus to the use of game-based tools for data collection, for child malnutrition mapping, and was piloted in various urban and rural locations to identify the scalability and flexibility of these tools. Each phase built on the findings of the previous one to create a cohesive narrative that addressed the issues of training, retention, and implementation. The four-paper format thesis structure allows for the exploration, analysis, and presentation of each phase separately. This allows for integrating various methodologies, from qualitative co-design work to quantitative quasi-experimental studies, and providing an overall picture of game-based training tool effectiveness. Through the four separate papers, the dissertation covers the multifaceted nature of the issue and thus contributes to the body of knowledge on gamified training methodologies for CHWs in low-resource settings.

The four papers present a detailed discourse on the implementation of gamified learning, assess its effectiveness, and address the training demands of CHWs. These papers respond to the gaps in the training and performance of CHWs, who are the sole contact points between

the health system and rural communities. The papers stress the necessity for interactive and user-oriented learning methods and emphasize the facilitation of engagement and motivation to promote better learning outcomes. They also highlight the importance of reinforcement learning and feedback mechanisms in facilitating long-term retention of health information among CHWs. The papers differ with respect to their focus on specific game modalities. While the first paper focuses on the comparative effectiveness of physical and computer games, the second and third papers focus on the long-term retention gains of smartphone-based games. The fourth paper expands the scope by covering how location-based games can be used in data gathering. This variety of approaches illustrates the adaptability of gamified learning and how it can be used in different training needs and settings. The findings of these articles give valuable insights regarding the potential of game-based training in enhancing knowledge acquisition, retention, and interest among CHWs and the utility of these instruments in practical applications of data collection and healthcare delivery.

The first paper, "Physical and Augmented Reality-based Playful Activities for Refresher Training of ASHA Workers in India", shows the drawbacks of the traditional classroom training model and suggests the concept of playful, interactive training tools. Through a comparison of physical playing cards with an AR-based smartphone game, the study establishes that AR-based training results in significant knowledge retention and interest gains among CHWs. The immersive and interactive nature of AR games makes them particularly appropriate for visual learners, and physical card games are appropriate for auditory learners who acquire knowledge from verbal communication when playing the games. This study points to the necessity of conforming training strategies to the different learning styles of CHWs to ensure that training programs are not only engaging but also effective.

Following these findings from the first paper, though AR-based games were better, physical card games also have potential in training CHWs. We further developed the card game for both digital and physical play and tested it with CHWs. The second paper, "Refresher Training through Digital and Physical, Card-Based Game for Accredited Social Health Activists (ASHAs) and Anganwadi Workers (AWWs) in India", further explores the relative effectiveness of physical and digital card games. The study finds that while digital games yield higher short-term knowledge gains, long-term knowledge retention is equally high, with no significant difference between digital and physical play modes. This suggests that both modalities are

viable options for refresher training, with digital games having the added advantage of scalability and accessibility. The study also highlights the necessity for ongoing reinforcement in an attempt to preserve knowledge retention, as the control group, without training, performed significantly worse than the game-based groups. These results show the importance of continuous training and support to support CHWs in delivering quality healthcare services.

Following these findings from the second paper, we tried deploying and testing both the modalities, physical and digital card games, in different locations to rigorously test the product and check if the results are generalisable. The third paper, "Replay, Revise, and Refresh: Smartphone-Based Refresher Training for Community Healthcare Workers in India", examines the long-term effect of smartphone-based refresher training. The study contrasts digital and physical card games with conventional classroom teaching and finds that both game-based methods fare better than conventional training in knowledge retention. While the digital game shows higher short-term knowledge gain, long-term knowledge retention is similar for both digital and physical gameplay modes. The qualitative answers provided by CHWs indicate a strong preference for digital games due to their convenience and interactivity, yet highlight the need for hard copies of printed materials for purposes of learning and reference when undertaking home visits. This study underlines the imperative of including game-based training as part of existing programs while satisfying the practical needs and wants of CHWs.

We then tried to explore whether the training games, apart from imparting healthcare knowledge, can also help in collecting child anthropometric data of children, through crowdsourcing efforts of CHWs, helping to create a malnutrition hotspot map of the community, and measure the efficiency of the CHWs, while maintaining engagement in the learning process. The fourth paper, "Mapping Child Malnutrition and Measuring Efficiency of Community Healthcare Workers through Location-Based Games in India", shifts the focus from training to actual field implementation of skills of CHWs in collecting data. The study introduces a geospatial game to enhance the efficiency and engagement of CHWs in carrying out child anthropometric data collection. The study shows that the game-based approach can significantly increase measurement efficiency and encourage CHWs to reach underserved areas, leading to broader data coverage. However, the study also introduces challenges of maintaining long-term engagement, as the initial excitement about the game-based application diminishes over time. This demonstrates the necessity of ongoing support and reinforcement to ensure motivation and

the ongoing effectiveness of game-based tools in real-world settings.

Keeping in view the findings of these articles, some key themes emerge. Firstly, game-based training methods, with digital and AR capabilities, are better than classroom training in facilitating learning and knowledge retention among CHWs. Their interactive and immersive nature makes them highly engaging, responsive to different learning styles, and makes training fun and effective. Second, while digital games offer access and scalability, physical card games might also be an appropriate choice in resource-constrained contexts, or/where mobile phone access is restricted. The choice between them on which mode to deploy must be tailored to the specific requirements and contexts of the targeted population. Third, these studies focus on knowledge gain and knowledge retention over time through game-based training. While these tools may have the ability to maximize short-term knowledge acquisition, long-term effectiveness is contingent upon regular use and reinforcement. This suggests that training classes should incorporate regular refresher classes and provide CHWs with access to supplemental material, such as printed brochures, to enhance continued learning and reference. Finally, the application of game-based tools in crowdsourcing geolocated anthropometric data demonstrates their capacity to augment the efficiency and accuracy of healthcare delivery. By encouraging CHWs to reach underserved populations and gather detailed data, these tools support healthcare planning and make the intervention more effective.

Overall, the evidence from the following articles provides strong support for game-based training methods' ability to improve the knowledge, performance, and engagement of CHWs in India. These game-based trainings are an effective alternative to traditional training methods, counteracting the challenge of limited literacy, resource constraints, and poor retention. They are, however, dependent upon careful planning, ongoing assistance, and alignment within existing healthcare structures. Future research must consider the long-term outcomes of game-based training, investigate how levels of engagement need to be sustained, and address the broader impact of these tools on the provision and outcome of healthcare within resource constraints.

A consolidated summary of all four papers is tabulated for reference in Table: 1.1

Publication-1 Physical and Augmented Reality based Playful Activities for Refresher Training of ASHA Workers in India			
Aim	Methods	Results	Conclusions
To compare the effectiveness of physical and augmented reality (AR) card games for improving knowledge gain and retention on child immunization among ASHA workers.	Focus group discussions (FGDs) and participatory design exercises with CHWs. Field trials were conducted to evaluate the effectiveness of both physical and AR-based games.	AR-based games demonstrated higher engagement, knowledge gain, and retention compared to physical card games, mainly due to their interactive and intuitive nature.	AR-based games were found to be more effective in learning enhancement and knowledge retention, suggesting potential as a complementary training tool for ASHA workers.
Publication-2 Refresher Training through Digital and Physical, Card-Based Game for Accredited Social Health Activists (ASHAs) and Anganwadi Workers (AWWs) in India			
Aim	Methods	Results	Conclusions
To investigate the effectiveness of digital and physical card-based games in enhancing knowledge of child immunization among community healthcare workers (CHWs) in India.	A quasi-experimental study with 368 participants (n=92 for each group: digital, physical, traditional classroom, and control). Quantitative gameplay data and qualitative feedback were collected through interviews.	Both digital and physical card games showed significant knowledge improvements compared to traditional classroom and control groups. Digital gameplay demonstrated slightly higher knowledge retention.	Game-based refresher training can be a scalable, cost-effective, and engaging tool for improving CHWs' knowledge and practices in resource-constrained settings.
Publication-3 Replay, Revise, and Refresh: Smartphone-Based Refresher Training for Community Healthcare Workers in India			
Aim	Methods	Results	Conclusions
To assess the differences in knowledge gain and retention among digital, physical, and traditional classroom training methods for CHWs.	270 CHWs (n=90 per group) were divided into three groups: digital game, physical card game, and traditional classroom training. Pre- and post-intervention tests and retention tests after six months were conducted.	All groups demonstrated significant knowledge improvement, with digital gameplay yielding higher post-intervention scores and superior long-term knowledge retention.	Smartphone-based training outperformed both physical and classroom methods, indicating its potential for improving long-term knowledge retention through frequent, interactive learning sessions.
Publication-4 Mapping Child Malnutrition and Measuring Efficiency of Community Healthcare Workers through Location Based Games in India			
Aim	Methods	Results	Conclusions
To evaluate the effectiveness of location-based games for improving CHW engagement, data collection accuracy, and measurement efficiency in crowdsourcing child anthropometric data.	Two groups (n=94 per group) were compared: one using a game-based data collection app and the other using a traditional non-game app. Data accuracy, speed, and engagement were measured through gameplay and analytics.	The game-based approach showed significant improvements in data accuracy, engagement, and measurement efficiency compared to the traditional data entry method.	Location-based games demonstrated the potential to enhance CHWs' engagement and improve the quality of anthropometric data collection, aiding evidence-based decision-making for child nutrition monitoring.

Table 1.1: Doctoral Dissertation at a glance: Summary of Aims, Methods, Results, and Conclusions from Four Publications

1.2 Research Questions

This research addresses several key questions across the four studies, focusing on the effectiveness of game-based training, knowledge retention, user engagement, and data collection efficiency. These questions aim to explore the potential of content gamification and digital tools in improving healthcare training and data collection processes for CHWs, contributing to the growing body of evidence supporting innovative pedagogical approaches in resource-constrained settings. These research questions are as follows:

1. Effectiveness of Game-Based Training

RQ1 To what extent are game-based training methods more effective than traditional classroom-based refresher training for community healthcare workers (CHWs) in terms of knowledge acquisition and retention?

RQ2 How do digital and physical gameplay modalities compare in improving CHWs' knowledge and performance?

2. Knowledge Retention

RQ3 Are there significant differences in long-term knowledge retention between physical and digital gameplay modes for CHWs?

RQ4 How does knowledge retention from game-based training compare to that achieved through traditional training methods after an extended period?

3. Engagement and User Experience

RQ5 Does the incorporation of augmented reality (AR) into training enhance CHWs' engagement and learning outcomes compared to traditional physical card-based training methods?

RQ6 How do CHWs perceive and engage with digital and physical game-based training tools in terms of ease of use, motivation, and satisfaction?

4. Crowdsourcing and Data Collection Efficiency

RQ7 How does measurement efficiency—encompassing accuracy, speed, and overall effectiveness—differ between game-based and traditional non-game data entry methods for crowdsourcing child anthropometric data?

RQ8 Can game-based methods enhance the engagement and sustained participation of CHWs in data collection across various spatial and temporal dimensions?

Chapter 2

Background

2.1 Current status of child immunization

Immunization saves 2-3 million lives each year from diseases that vaccines could prevent (Andre et al., 2008). Across the world, about 14.5 million children under 12 months missed the necessary vaccination, and 1.6 million of them were Indian (WHO, 2024). A study on NFHS-4 data found that the immunization coverage of children in 163 districts in India was less than half (Panda et al., 2020). 47% of children belonging to the lowest wealth quantile households in India are not fully immunized, and any health insurance does not cover 71% of families (Indian Institute Population Sciences and Ministry of Health and Family Welfare, 2016). As a result, they end up spending significant amounts on healthcare, pushing almost 32-39 million people annually to dip below the poverty line (van Doorslaer et al., 2006; Garg and Karan, 2009).

A study (Panda et al., 2020) performed LISA and spatial regression model on NFHS-4 data. Through this study, we found that mothers receiving ante and post-natal care had better chances of fully immunizing their children. It also found a strong association between full immunization of children and women empowerment indicators like mothers' literacy and women

being the family's authority. However, despite vaccination camps being conducted free of cost in Government Hospitals and all rural or urban Primary Healthcare Centres (PHCs) in India, many children are still not vaccinated. The study also found that it is mostly ignorance and unawareness among family members regarding vaccination that increases the likelihood of undernutrition in children and results in child mortality and morbidity. The study also suggests the necessity of sensitizing the population, which would improve access to community healthcare. Pockets of the population with poor healthcare access require more targeted steps to bridge the immunization gap. mHealth technologies could help improve health outcomes and decrease health inequalities (Peek, 2017).

2.2 Knowledge Gap of healthcare workers and mothers

We conducted a focused group discussion with mothers in a rural village in South 24-Paraganas district in West Bengal. We found that, due to the knowledge gap among healthcare workers, the mothers and children in the community are usually left unaware of medical care, healthcare delivery, checkup services, family planning, etc. Studies conducted in other parts of India also show similar results. A study (Mani et al., 2020) found mothers' low awareness of tetanus, immunization, iron, and folic acid (IFA) tablets. More than half of the pregnant women were unaware of availing pregnancy care services at ANC visits, such as blood pressure and weight measurement, and abdominal examination. Knowledge regarding high-risk conditions in pregnancy and danger signs in pregnancy was also low. Few mothers knew about the various components of institutional delivery and maternity benefit schemes. Though the knowledge regarding spacing of births and contraception in the post-natal period was better, the postpartum intrauterine contraceptive device was non-existent. The designed game would try to bridge the knowledge gap of the community healthcare workers in the above-mentioned topics.

2.3 Access to mobile phones and internet services

According to a press release (Telecom Regulatory Authority of India, 2021), out of the 1205.64 million telephone subscribers as of June 30, 2024, in India, 44.66% (538.51 million) were rural telephone subscribers. Out of them, 99.44% (535.53 million) were rural wireless telephone subscribers, making 45.75% share of the total wireless subscribers. Based on NSS 75th Round, Household Social Consumption Education Survey conducted between July 2017-June 2018 (MoSPI, 2015), it was found that 35.8% households (24.8% rural and 51.3% urban) had access to internet. The rise in smartphone ownership among healthcare workers in India opens up an opportunity to utilize mHealth approaches to bridge the gap between healthcare access and engagement with the beneficiaries of the target population (Ganapathy and Ravindra, 2008; Bassi et al., 2018; Madanian et al., 2019).

2.4 Introducing mHealth

Mobile Health or mHealth is defined as "medical and public health practice supported by mobile devices" (WHO, 2011), thus having the potential to overcome the limitations of the traditional methods of receiving child and maternal healthcare through job cards or printed paper brochures. mHealth is a means to disseminate healthcare information cost-effectively and personalized to socioeconomic and cultural needs to fit the context.

Researchers from developing countries have provided suggestions for designing effective mHealth interventions (Kumar and Anderson, 2015). These include communicating with the community through radio and text messages (both automatic and human-aided). Studies have been conducted to motivate health workers and increase their knowledge by deploying short videos on mobile phones (Ramachandran et al., 2010). Another study (Kumar and Anderson, 2015) from India found that watching short films on mother and child care empowered Health Workers and mothers to manage pregnancies proactively. Shah. et al. (Shah et al., 2017) from India did a similar study on an incentive-based approach for training AWWs through mobile-based videos. The AWWs' feature phones were loaded with videos related to mother and child healthcare. A few questions with their correct answers related to the content of the video were

appended to the video. After watching these videos, AWWs were supposed to call a toll-free number, where they would be quizzed on the same questions as shown in a particular topic video. AWWs were awarded cellular talk time as an incentive for answering correctly. Another study (Pérez et al., 2020) from India found that 'Tika Vaani', an IVR-based mHealth solution to improve knowledge on immunization, has shown significant results in improving healthcare knowledge if the content is customized to meet the needs of less-literate users.

2.5 mHealth interventions through e-Learning, Serious Games and Gamification

e-Learning is a teaching and learning approach through an educational model focusing on improving access to training, communication, and interaction by adopting electronic media and devices for promoting novel understanding and enhancing learning (Sangrà et al., 2012). 'Blended Learning' happens when e-learning and face-to-face teaching are combined. 'Educational game' pedagogy requires learners' participation while performing competitive activities following previously set game rules. A Cochrane review (Akl et al., 2010) studied two physical games for educating healthcare professionals and confirmed games as an effective strategy for teaching. The application of games focusing on 'serious intent' has been observed in various domains like health, training, defense, education, military, aviation, city planning, politics, and ecology with multiple approaches () (Alvarez 2012). Researchers have used similar terms like Game-Based-Learning, Games-for-Good, Alternative-Purpose-Games, (Sawyer and Smith, 2008), and Edugaming (Angarita et al., 2005) while describing similar interventions.

Clark Abt first outlined the idea of 'Serious Games' in his book, published in 1970, named 'Serious Games.' He described 'Serious Games' as the games that "have an explicit and carefully thought-out educational purpose and are not intended to be played primarily for amusement" (Abt, 1970). Serious Games combines learning theory and empirical outcomes to improve skill learning and game design principles. Interventions through serious game design can enhance cognitive, social, and health-related skills beyond the game context (Ritterfeld et al., 2009; Giunti et al., 2015). The number of articles and systematic reviews on serious games in healthcare education is growing (Graafland et al., 2014; de Ribaupierre et al., 2014; Laamarti

et al., 2014; De Wit-Zuurendonk and Oei, 2011).

The games created with the serious purpose of providing healthcare education delivered through digital devices are Serious Games. Serious Games provide a gaming experience through rules, engines, and mechanics. However, gamification tries to create a similar experience through applying game mechanics and involving fun while performing mundane activities, while developing motivational and cognitive abilities. Deterding et al. defined gamification as the "use of game design elements in non-game contexts" (Deterding et al., 2011b,a; Deterding, 2011, 2012). Gamification potentially allows higher involvement of the player in setting up the objectives and outcomes, thus personalizing the intervention and making it cost-effective (Gentry et al., 2019). The increase in inequality of access to resources for healthcare, lack of adherence to treatment (Vicente et al., 2014), and increased healthcare cost (Lenihan, 2012) generated the need for applying gamification in digital healthcare services. Self-determination theory suggests using intrinsic and extrinsic motivations in the context of game design (Ryan and Deci, 2000). Extrinsic motivators are game elements such as badges, points, progress bar, and leaderboards (Ryan and Deci, 2000). At the same time, intrinsic motivators are the feelings of 'mastery' or accomplishment towards the goal, 'autonomy' or the freedom of a sense of play, and 'relatedness' or connecting players to the goal and passion (Deterding et al., 2011b).

2.6 Educational Theories and Serious Gaming

In his book (Knowles, 1980), Malcolm stresses the factors supporting adult learning. Serious games and gamification techniques can also help achieve those goals.

- With every experience faced, there is a tendency to move from dependency to autonomy. Games facilitate this by providing an active learning environment through independence in moves or choices made in games.
- Past learning is used in dealing with our current problems. Games challenge us to deal with different situations as per our prior knowledge.
- With age, people tend to be more focused on the task goal. Games train us to be goal-oriented by targeting small tasks and completing levels.

- With age people tends to learn from tasks, based on practical problems and less on educational content. Games facilitate learning through design problems, which are inspired by practical problems.

Learning through games supports the 'cognitive theory of multimedia learning' (Mayer, 1997), which says that learning happens better when both visual and auditory senses are involved. Siemens proposes that learning is not a linear process, but meandering through changing environment (Siemens, 2005). Serious Games also follow similar mechanisms. Researchers (Mey, 2005; Gee, 2012) showed that games are compelling as learning happens within meaningful contexts.

Training through Serious Games has resulted in more extended training engagement and improvement in learning gains. Experiential Learning Theory (Kolb, 1984) suggests that after gaining knowledge, every learner observes, reflects, and analyzes it, creating abstract concepts in mind and actively experimenting with them by applying their learnings to see the results. Serious Games can target every stage of this process and support the creation of knowledge through the experience of gameplay. For combining learning and gaming, Ritterfeld suggests three ways (Ritterfeld and Weber, 2006).

- Reinforcement model: Learning rewarded with entertainment
- Motivation model: Entertainment encourages learner's interest and attention
- Blended model: Process and result of learning itself becomes exciting

The blended approach seems to be most effective because it provides intrinsic satisfaction of learning (Breuer and Bente, 2010) and provides fun while learning (Koster, 2010).

To achieve predefined learning objectives in mind, a Serious Game in its design phase needs to follow a grounded design approach (Hannafin et al., 1997) and align with educational theories. Choosing behaviorism or constructivism while designing the game can influence the playful activity's learning theories and instructional strategies (Gunter et al., 2008). The learning approach defines the characteristics of the training environment. It also controls the pace and frequency of interactions intended for critical learning through the Serious Game targeted toward the learning outcomes of the learner.

In this research, we chose the constructivist theory of learning for designing. Healthcare workers must understand information and extract meaning from the game's content. Then, they will construct knowledge by applying the learning to overcome the game's situations, ideally cascading later in their daily practices. For the construction of knowledge, Bloom proposes six levels of understanding of a subject, ranging from simple to challenging levels (Krathwohl et al., 1969). Bloom's taxonomy acts like a palette for choosing suitable learning approaches corresponding to the knowledge level expected from the learner.

Chapter 3

Methods

3.1 Ethics Declaration

The study procedure was approved by the IIT Bombay Institutional Review Board (IRB) (Proposal Number: IITB-IRB/2022/051), and the IRB approval is attached in the Appendix (Figure: E.1). All participants provided informed consent prior to data collection. We conducted the studies by relevant guidelines and regulations set by the Institute Ethics Committee, which strictly adheres to the Declaration of Helsinki (WMA, 2013) developed by the World Medical Association.

Participation in the playtesting activity was voluntary, with an option to quit anytime during the research. We tried to compensate CHWs for the valuable time and expertise they brought in through knowledge gain and non-monetary collaboration. Their contribution to our research was immeasurable materialistically. We served tea, snacks, and sweets as a token of gratitude. However, we have not given the participants any monetary or materialistic compensation.

3.2 Evaluation method

This research study assessed knowledge gain, retention, and satisfaction after playing the designed game with the intervention group. We compared it with a control group using the traditional mode of the classroom refresher course. The evaluation of the gameplay intervention program generally follows the Kirk Patrick Model of Evaluation (Kirkpatrick, 1950). This model considers evaluation across four levels. We limited the scope of this research study to conducting level 1 and level 2 evaluations only, as levels 3 and 4 evaluate the prolonged effects of the intervention program.

We conducted a baseline knowledge evaluation before the intervention. Then, we conducted 4-5 physical and digital card play rounds. It was followed by a post-test using the questionnaire survey. We provided a deck of cards to every CHW group who lived nearby and installed an Android app for other groups. They were encouraged to play when they met for about an hour every day for a week. Master trainers trained the control groups through regular classroom training. After a few weeks, we tested the knowledge levels through a questionnaire survey.

1. Kirk Patrick Level 1 evaluation (Reaction): CHWs' reaction toward the game, gameplay experience, enjoyment, and satisfaction after playing a few game rounds will be recorded through feedback forms. The standard SUS questionnaire for evaluating usability covers most Level 1 questions. The responses would provide inputs for further modification of the game. We translated the GEQ or Game Experience Questionnaire (Ijsselsteijn et al., 2013) into Indian languages. We started with Marathi, Hindi, and Bengali, as the respondents were majorly into these three languages.
2. Kirk Patrick Level 2 evaluation (Learning): A pre-and post-questionnaire on both intervention and control groups will assess the delta learning by measuring the change in the CHWs' knowledge of child immunization and pregnancy care. To compare if the delta learning is significantly different in one of the cases, we conducted a paired t-test (considering normal distribution). We further compared the post-test scores to delayed post-test scores conducted a few weeks later to compare knowledge retention. We used t-tests to find significant differences.

Apart from learning gains and knowledge retention tests, we performed usability testing and other qualitative evaluations of this teaching and learning method.

1. Usability Testing of the designed game (Jakob Nielsen)

- (a) Learnability : How easy is it for a new player to learn how to interact with the interface of the digital game
- (b) Memorability : If the player comes back after some time to play the same game, how easy is it to regain proficiency or to remember what they have learned, the first time they played the game
- (c) Efficiency : Once players have used the interface or the system, how quickly can they perform different tasks
- (d) Accuracy : How often do players make mistakes related to the rules
- (e) Satisfaction : How is the experience of playing the game? Are the players having fun, enjoying, feeling skilled, gaining mastery, providing context for social interaction, etc?

3.3 Instrumentation

3.3.1 Knowledge Questionnaire

The instrument used in this study had three sections. All participants consented to this research by reading the first section of the questionnaire and signing it before every survey/test. The second section was the demographic data sheet to identify potential group variances. The demographic data sheet consisted of a checklist and gap-fill questions such as age, highest educational grade/degree, and years of experience as an ASHA. The third section was 40 Multiple Choice Questions (MCQ) on all four silos, Children below 1 year, above 1 year, ANC and PNC. Questions related to infants and children were on immunization and medicine supplements. This test evaluates the participants' knowledge at the baseline, gained through intervention, and retention after a week of practicing the playful activity. A reference to the 3-page questionnaire is in the

Appendix section: (Figure: B.1 , B.2 and B.3). This questionnaire was initially prepared in English and then auto-translated to Indian languages by Google translation services followed by human corrections. Most of the respondents' mother tongues are comprised of Hindi, Marathi, and Bengali, so we translated the questionnaire into these languages.

3.3.1.1 Game Experience Questionnaire

We tried to conduct the game experience survey through the GEQ (Game Experience Questionnaire) (Ijsselsteijn et al., 2013). The questionnaire contains 33 questions assessing gaming experience on seven components: Immersion, Flow, Competence, Positive and Negative Affect, Tension, and Challenge. There are approximately five questions per item to make it a robust experience measure. The questions generally capture the feelings that they experienced while gaming. The answers are on 5 points Likert scale, which ranges from "not at all" at the low to "extremely" at the higher end. The GEQ is available in global Western languages like English, Dutch, Finnish, and German (Ijsselsteijn et al., 2008). In this research, we made an attempt to translate it into Indian languages. We started with Marathi and Hindi as the respondents were majorly into these two languages. The translation process of GEQ was similar to the translation process of the main evaluation questionnaire. Firstly, we translated the English texts to Marathi with the help of Google Translation service and IndiaTyping service to get two linguistic variations. Then, a human was involved in correcting the translation of the questions individually. As Indian languages are cultural and gender-sensitive, we considered that the questions were asked to an elderly lady formally or respectfully. We chose the vocabulary appropriate for the rural respondent, thus avoiding urban lingos. For simplicity of understanding, we used English words in Marathi texts, which local people commonly use. A reference to the GEQ and the translation process (Figure: B.4). Later, the GEQ is now in the process of translation into 16 Indian languages: Bengali, Gujarathi, Hindi, Kannada, Malayalam, Marathi, Tamil, Telegu, Odiya, Punjabi, Urdu, Assamese, Nepali, Bhojpuri, Konkani and Maithili. The translated questionnaires are going through rounds of human correction phases. We decided to exclude the social presence module (player's social engagement with characters) and Post-game module (fatigue after a long gap in playing) from this study as they were beyond the scope of this research.

3.4 Experiments in Four Publications format

The course of this experimental research has not been linear but instead characterized by discontinuities and leaps. The author has been lucky enough to have the effort come full circle in reputable journals. Due to the evolving and iterative work, we chose the 'four-publications' format for this doctoral thesis to present flexibly but still structurally. Each chapter uses the conventional academic approach of an introduction, methodology, results, and conclusion. The four summaries of publications are not chronological in order but mostly overlapping. However, it illustrates how the gamification efforts developed while focusing on different aspects. Towards the end of the dissertation, there is a summary of the reflections connecting the dots from all the studies.

The papers presented in this thesis collectively explore innovative, gamified, and technology-enabled strategies to enhance the knowledge, engagement, and data collection efficiency of Community Healthcare Workers (CHWs) in India. While each study is rooted in a different facet of public health intervention—refresher training, immunization schedules, geospatial mapping, and anthropometric measurement—the overarching narrative revolves around leveraging Human-Computer Interaction for Development (HCI4D) to address systemic inefficiencies in CHW training and performance evaluation.

The first publication-'Physical and Augmented Reality based Playful Activities for Refresher Training of ASHA Workers in India' [Publication 1 - (Chapter 4)] compares a physical card-based game to Augmented Reality game for training ASHA workers. The publications—'Refresher Training through Digital and Physical, Card-Based Game' [Publication 2 - (Chapter 5)] and 'Replay, Revise, and Refresh: Smartphone-Based Refresher Training for Community Healthcare Workers in India' [Publication 3 - (Chapter 6)]—demonstrate the efficacy of gamified interventions in improving knowledge acquisition and retention among CHWs. Publication 2 compares traditional classroom training with physical and digital card-based gameplay, showing significant short-term and long-term knowledge improvements, particularly in the digital group. Publication 3 further supports these findings by revealing that digital interventions offer a significantly higher learning curve and immediate knowledge gain. However, both card-based formats outperformed traditional training in long-term retention. These works highlight

the role of interactivity, multimodal content, and learner-centered design in strengthening the capacity building of CHWs. The paper—'Mapping Child Malnutrition and Measuring Efficiency of Community Healthcare Workers through Location-Based Games in India' [Publication 4 - (Chapter 7)]—extends the concept of game-based learning to the domain of real-time public health data collection. Here, the focus shifts from theoretical knowledge to practical task efficiency. Compared to standard data entry apps, the study evaluates how a location-based mobile game improves CHWs' measurement accuracy and engagement in collecting child anthropometric data. The intervention group performed significantly better and demonstrated broader spatial coverage and motivation, reinforcing that gamification can transform routine monitoring tasks into engaging activities.

Chapter 4

Study 1: Comparing Physical and Augmented Reality-based Playful Activities for Refresher Training of ASHA Workers

This study seeks to design and evaluate playful refresher training activities for CHWs on immunization schedules and maternal-child healthcare practices. It compares a physical card game and an Augmented Reality (AR)-enabled smartphone application. In gameplay, ASHAs identify age-appropriate immunization schedules, find child and vaccine cards, and accordingly play to challenge-based situations. In the AR version, a mobile application overlays a 3D child model and visual cues on physical cards, providing real-time feedback, reinforcing correct actions with rewards, or indicating incorrect decisions through playful auditory cues.

Hypothesis (**H1**) is that ASHAs implementing the AR-based digital intervention would show a higher improvement in knowledge of immunization and long-term retention compared to the group using the physical card-based game. Hypothesis (**H2**) is that because of the immersive and interactive nature of the AR-based gameplay, there will be higher engagement, especially with visual and auditory learners.

This study aims to empirically validate the pedagogical potential of immersive technologies like AR in public health training, address gaps in CHW knowledge through scalable learning tools, and contribute a novel perspective to digital education research in low-resource settings. The study proposes an inclusive training methodology easily adapted across diverse public health topics and geographies by making learning interactive, language-independent, and play-based.

Parts of this section are from a published research paper ¹ annexed in the Annexure 10.5

1. Introduction

Research conducted on training CHWs using technology through means of texts, voice messages, videos, and quizzes has shown mixed results (Section 2.4). The gap often missing is long-term interaction and interactivity. While interacting with CHWs, we found that most of them like to learn while they do something tangible with their hands or get instant feedback. Augmented Reality can address this gap (Billinghurst and Dünser, 2012; Dunleavy et al., 2009; Wu et al., 2013) through layering a virtual world over the physical world through a smartphone screen, which enables to learn by doing (Azuma, 1997). With the increasing use of mobile devices, the use of interactive and gaming style learning strategies Peek (2017) offers new opportunities for training in AR Santos et al. (2014); Sarkar et al. (2020). AR provides an opportunity to transform an average room into an interactive learning lab, in which child profiles and vaccine cards interact, and choices made by the player have consequences in that world.

¹Majhi, A., Agnihotri, S. B., Mondal, A., 2022. Physical and Augmented Reality-based Playful Activities for Refresher Training of ASHA Workers in India ”, *CHI 2022: Asian CHI Symposium 2022* (Best Paper and Best Presentation award in Long Paper category) <https://dl.acm.org/doi/10.1145/3516492.3558788>

2. Methods

We conducted the study in multiple stages, i.e., conceptualization of a training game, content validation, game design, development, field testing, and comparative assessment. We began with a focused group discussion in a West Bengal village involving 14 ASHAs. They all had differing experience levels, most having worked for five or more years. We observed a knowledge gap among CHWs and felt difficulty in remembering and recollecting the details of the immunization schedule. It includes the names of vaccines and the time of administering them. CHWs also reported that their original training was too lectured or rushed. We realized that the issue was about how the information was presented. It led us to find more visual and interactive ways to help retention and understanding.

We chose to design along with the ASHAs. We hosted small co-design sessions where ASHAs reviewed sample illustrations, suggested modifications and made them draw. Their inputs directly influenced the choice of imagery, terminology, and the flow of the physical and AR-based games. This collaborative approach ensured that the final tools were intuitive and familiar. It also helped build a sense of ownership among the ASHAs, making them more invested in learning.

We developed a deck of 20 cards, which was used across both the physical and AR-based interventions to keep the content consistent and comparable. The process of designing the card deck is discussed in Appendix A.4. Players received a random mix of cards in the Physical Card Game version. The task in the game is to simulate an experience of examining the child profiles and administering them with age-appropriate vaccines. Players receive points for correct matches and can challenge each other's combinations. The game encouraged peer validation, discussion, and friendly competition. Each round took about 15 minutes and was played by 2–5 people.

The AR-based game or digital version added an interactive twist. CHWs placed printed stickers on the walls representing children and mothers. When scanned with a smartphone using the AR app, a 3D model appeared, showing age and other key details. Players then scanned the appropriate vaccine cards to administer them virtually. The game rewarded correct matches with laughter and positive reinforcement. Mistakes led to crying sounds and point deductions. This instant feedback made the experience memorable and emotionally engaging. Players can play the AR game solo or in teams. In multiplayer settings,

we observed role-playing dynamics, with some participants taking the lead in scanning while others handled cards or helped strategize.

To test both tools, we collaborated with an NGO involved in ASHA training. We aligned our interventions with their existing schedule and conducted five sessions. Each group of participants went through either the physical or digital version of the training. ASHAs were informed of the purpose of the study and agreed to it through SMS or WhatsApp. The process was not mandatory, and they were free to exit anytime. Of the initial 100 ASHAs recruited for the study, 86 went through all phases. Most were between 30 and 50 years old and had a secondary school level of education. They were all proficient in Bengali, although almost a dozen had difficulty reading or writing it.

We used a simple questionnaire consisting of 10 questions focused on the immunization schedule to measure knowledge gains. We conducted the questionnaire survey both before and after the training. Questions covered topics such as the timing of vaccines, matching vaccines to ages, and interpreting information from the MCP card. We divided the participants into two groups: one experienced the card game ($n=42$), and the other used the AR app ($n=44$). We analyzed the change in their scores using paired t-tests within groups and two-sample t-tests between groups (Dimitrov and Rumrill, 2003).

3. Results

The results showed that the AR-based and physical games significantly increased the ASHA workers' knowledge of child immunization schedules. The AR-based game was more interesting and effective in retaining knowledge significantly, even after three months. The intuitive and interactive nature of the interface of the AR game enhanced its appeal among the participants, making learning more effective. We also found that AR-based gaming was effective for visual learners. However, physical card-based gameplay was compelling for auditory learners or those reliant on verbal cues during playtime. The study suggests that incorporating interactive and immersive elements in training programs could support the learning process for CHWs, leading to better healthcare outcomes.

We divided the participants into two groups: one used the physical card game, and the other used the AR app. Before starting, we asked each ASHA to complete a short quiz covering key points of the immunization schedule. We repeated the same quiz right after the session. On average, ASHAs who played the physical card game improved their

Intervention	Pre-test score	Post-test score	Difference in Score
IG-1 (n=44)	2.7 (SD=1.1)	9.2 (SD=2.1)	6.5
IG-2 (n=42)	2.8 (SD=1.4)	6.2 (SD=1.8)	3.4
Difference of difference		Difference in Score	
(IG1post - IG1pre) - (IG2post - IG2pre)		3.1	

Table 4.1: Publication 1: Summary of means of pre-test and post-test scores and their difference. Learning through Mobile App (Intervention Group 1 or IG 1). Learning through Physical Card (Intervention Group 2 or IG 2)

scores by about 3.4 points. Users of the AR app improved by over 6.5 points. We observed a statistical difference between the two groups. The results show that both modalities were helpful in training, but the digital one had a significant and lasting effect. However, beyond numbers, we noticed how the tools impacted confidence. Some ASHAs who had struggled during the pre-test were suddenly explaining vaccine timelines to their peers after the game sessions. That kind of change is hard to measure but easy to see.

During testing, we watched how ASHAs interacted with each version. The card game often led to discussions and laughter. It created a comfortable learning environment and encouraged peer learning. Participants corrected each other, asked questions, and occasionally debated the right combination of vaccine cards. It felt like a conversation more than a lesson. The AR version added another layer: excitement. Scanning stickers to reveal a crying or laughing baby turned learning into something memorable. One ASHA said, "I feel like I am treating the baby." That emotional response helped reinforce correct actions. Interestingly, we also saw how different learners benefited in different ways. Those who preferred reading and thinking quietly did better with the cards. Others who learned better through visuals or sound thrived with the AR app. This insight highlights that one size does not fit all—mixing both tools may work even better.

4. **Conclusion** This study began with whether training can be more effective and enjoyable if it is more game-like. Based on what we observed and measured, we found that both tools—the physical card game and the AR app—made learning more interactive, memorable, and enjoyable for ASHAs. The AR app, in particular, showed greater improvement

in test scores and generated strong emotional responses that seemed to deepen retention. These findings matter because ASHAs often have limited time and resources for refresher training. If we can make those brief windows more impactful using tools they enjoy, we can improve their knowledge and empower them in their vital roles.

This study demonstrated the potential of AR-supported learning tools to enhance health-care training for CHWs by providing interactive, immersive, and visually rich learning experiences. The findings suggest that AR-supported learning tools can overcome the limitations of traditional training methods. Future efforts must prioritize refining AR game design for low-literacy users and scaling up this intervention in different healthcare settings. The content of the current game is limited to a fixed number of scenarios. However, in reality, there can be infinite possibilities. Adding more complicated narratives might make the game's content more comprehensive but make the gameplay more difficult. We also plan to follow up with ASHAs months after training to see if their knowledge stays with them and helps in their fieldwork. The long-term impact is the actual test of any training tool. With further refinement and support, tools like these can become part of mainstream ASHA training across states, translated into different languages, and used in both online and offline formats.

The findings of this research confirm the hypothesis that playful, interactive learning interventions—particularly those leveraging Augmented Reality (AR)—can significantly improve knowledge gain and retention among Community Healthcare Workers (CHWs). Across both intervention groups ($n = 86$), participants showed a marked increase in their understanding of child immunization schedules. The AR-based group (IG1, $n=44$) demonstrated a higher knowledge gain (mean score improvement = 6.5) compared to the physical card group (IG2, $n=42$, mean score improvement = 3.4), with statistical analyses revealing a significant difference between groups ($p < 0.05$).

These results underscore the pedagogical potential of interactive digital technology for low-literate, novice smartphone learners. Participants in the AR condition reported greater engagement, faster memorization of immunization schedules, and fewer errors after repeated rounds of gameplay. It was especially noteworthy that players could recall the immunization chart independently without referring to outside sources after just a few rounds of gameplay. The multisensory feedback—integrating visual overlays with audio output—was especially beneficial for visual and auditory learners.

By about 10-15 rounds, the participants had a decrease in novelty and challenge since the scenarios were stereotypical. It suggests incorporating more realistic, diversified scenarios and adaptive gameplay for long-term interest. Peer collaboration in both versions also allowed for discussion, dispelling misconceptions, and learning together, pointing out the social facet of learning through play.

The intervention became contextually grounded and language-independent by involving ASHAs in the participatory co-design process by selecting illustrations and developing rules. The field-testing phase, conducted in partnership with CINI (Child in Need Institute), also highlighted the importance of institutional support for successful deployment.

The implications of this research extend beyond vaccine training. It sets the stage for a more comprehensive pedagogical model whereby gamified AR-supported training modules include maternal nutrition, antenatal care, and early child development. Future research should focus on longitudinal research to understand knowledge retention at 6 to 12 months, behavioral change in the field, and transference of learning into improved community health outcomes.

At a systems level, integrating such tools into state health training curricula and electronic

health platforms (e.g., POSHAN Tracker or e-ILA) can offer scalable and cost-effective solutions to bridge CHW training gaps. However, the sustainability of such interventions requires continuous content updates, localized language support, and regular monitoring.

This study reaffirms our conviction that experiential, game-based learning tools can be powerful enablers of health capacity building. By shifting training models from passive reception to active engagement, we are closer to creating equitable, effective, and human-centered learning systems for frontline health workers.

Critics have argued that using Augmented Reality (AR), a relatively new technology, may have induced a novelty effect that influenced learning outcomes in this study. It leaves us wondering if the observed improvements in knowledge were due to the pedagogical value of the intervention or the new technology. The preceding experiment also lacked a placebo or no-intervention control condition, limiting the ability to control for the sole effect of the intervention. To surmount these problems, the subsequent study, described in Publication 2, was designed to eliminate AR and examine the learning effect of a simple card-based game delivered in digital and physical formats. We added a placebo group to enable a more controlled comparative design and better identify the isolated effect of the intervention versus usual practices.

Chapter 5

Publication 2: Refresher Training through Digital and Physical, Card-Based Game for Accredited Social Health Activists (ASHAs) and Anganwadi Workers (AWWs) in India

5.1 Publication 2 Prologue

We built this study on the findings of the previous research by expanding the comparison to include both digital and physical card games, following the same rules of play for refresher training in immunization knowledge. The objective was to evaluate the comparative effectiveness of these two game modalities in improving knowledge retention and engagement over time. Building upon the learnings from the previous experiment in Publication 1, this experiment is

four-armed and compares the impact of four training groups:

- (i) A smartphone-based digital card game, (ii) A physical card-based game mimicking similar mechanics, (iii) Traditional classroom teaching, (iv) A control group receiving no training.

We chose card games over the other game formats because the physical cards are easy to print, affordable, accessible, familiar, and do not need any devices or internet to run. These parameters make it ideal for low-resource settings and remote areas in India. Digital games can be more interactive, providing instant feedback and tracking of player performance.

The intervention is designed around the national immunization schedule, integrating age-appropriate vaccination logic into the game mechanics. We categorized vaccines into four major age groups: Below 1 year, above 1 year, Antenatal care, and Postnatal Care. Players interact by matching child cards of different ages to corresponding vaccine cards, receiving real-time audio feedback in the digital version. The digital application uses AR for card recognition and validation, reinforcing correct learning through multimodal feedback mechanisms.

The hypothesis is that the game-based interventions, both physical and digital card games, could offer a more engaging, scalable, and effective way of refresher training among CHWs, who often operate with limited literacy and digital proficiency. The research questions are as follows: **RQ1:** Does knowledge gain and retention differ significantly among CHWs trained using digital games, physical card games, and traditional classroom methods? **RQ2:** Is there evidence of a novelty effect that fades over time?

The study uses a quasi-experimental design, with a total of 368 CHWs across four arms (92 in each group), and measures learning outcomes across three phases—baseline (pre-test), immediate post-intervention (post-test), and a delayed retention test conducted after three weeks.

5.2 Publication 2

Parts of this section are from a published research paper ¹ annexed in the Annexure section 10.5

1. Introduction

Despite the efforts by the government, most districts in India show significant gaps in full immunization coverage (Indian Institute Population Sciences and Ministry of Health and Family Welfare, 2021). Community Health Workers (CHWs), like Accredited Social Health Activists (ASHAs) and Anganwadi Workers (AWWs), play an important role in providing primary healthcare services by ensuring maternal and child care and supporting the implementation of government health programs.

Updating knowledge for CHWs remains a challenge. Upon appointment, ASHAs and AWWs receive some form of initial training. However, refresher training opportunities are not frequent. CHWs are prone to knowledge decay due to inadequate refresher training. Even when refresher training events are scheduled, they are presented in a format that proves challenging for CHWs to absorb or memorize essential information in the long run. Most CHWs possess different levels of education and are sometimes uncomfortable with formal texts or classroom settings. When the training is not adapted to CHWs' needs, it becomes less effective. Given these challenges, there is a dire need to identify alternative, more interactive means of supporting continuous learning among CHWs. Training approaches must be scalable, low-cost, and aligned with these workers' learning styles and constraints. One promising approach is that of using games.

Games have been known for their value in facilitating experiential learning, making procedural or abstract knowledge more concrete by presenting it in interactive and immersive ways. Digital games have the value of scalability and access, yet non-digital games are more akin to familiar low-tech interaction for those with low technology literacy. Knowing which mode is more effective in guiding the design of training programs is beneficial.

To this effect, we prototyped and piloted a game-based refresher training solution for

¹Majhi, A., Agnihotri, S. B., Mondal, A., 2024. Refresher Training through Digital and Physical, Card-Based Games for Accredited Social Health Activists (ASHAs) and Anganwadi Workers (AWWs) in India. CHI PLAY Companion '24, October 14–17, 2024, Tampere, Finland (<https://dl.acm.org/doi/10.1145/3665463.3678819>)

CHWs, particularly focusing on child immunization. The idea was to develop a card game to educate CHWs on immunization schedules and care practices. This game will aid instruction and make learning more interactive and engaging in a way that allows the CHWs to practice actual decision-making in a social, dynamic setting.

2. Methods

This research aimed to examine how effective card-based games—digital and physical—can be for CHWs as refresher training tools on immunization. We also aimed to determine whether these games helped participants retain information over time and how they compared with conventional classroom instruction. Throughout the design process, we involved CHWs to ensure the games reflected their learning needs and constraints.

We used the G*Power tool to calculate the necessary sample size. We set a medium effect size (Cohen's $d = 0.5$), a power of 0.95, and a significance level of 0.05. Based on these, each group needed at least 88 participants. We initially recruited 400 CHWs—200 ASHAs and 200 AWWs to account for possible dropouts. By the end, 368 completed the quasi-experimental design with 368 participants, divided into four groups of 92 each, with equal numbers of ASHAs and AWWs. Group 1 (IG-1): Trained with the digital card game on smartphones, Group 2 (IG-2): Trained with physical cards, Group 3 (IG-3): Received a traditional classroom session with the same content, and Group 4 (CG): Control group with no training during the study period

All groups underwent a baseline test. The three intervention groups received their respective training formats. A post-test followed. After three weeks, we conducted a final delayed retention test (DRT) to measure how much they remembered. We trained the control group only after completing all evaluations to ensure fairness. Before participating, we gave all CHWs verbal and written explanations about the study's purpose and process. We designed digital and physical card games to help CHWs memorize the sequence and dosage of immunizations and supplements required for children and mothers. We used questionnaire surveys to check knowledge gain and retention. Focus group discussions with CHWs captured engagement levels, user satisfaction, and feedback on the training experience. Data analysis included paired t-tests for knowledge score comparisons and thematic analysis for qualitative data.

We built the training game using 60 cards, each linked to a specific task or vaccination

from the MCP card. We grouped them into four themes: vaccines for children below one year, those above one year, care during pregnancy (ANC), and postnatal care (PNC). We printed the playing cards on card paper for the physical version, and the digital game mimicked the same format and rules of play, built in Unity for Android smartphones. The participants played the game in teams of four. Each player received 15 shuffled cards. The goal was to place cards in the correct chronological order based on the child’s or mother’s age and stage of care. Players took turns placing cards, and correct moves awarded bonus turns. The game ended when one player finished their cards. The digital game automated this process, giving instant feedback.

We used a pen-and-paper questionnaire comprising 40 multiple-choice questions covering the MCP card’s contents. Each question had a single correct answer. Public health experts reviewed the questions and pilot-tested with a small CHW group. Each survey phase—pre-test, post-test, and DRT—used the same question pool but in different orders to reduce memory bias. We translated the questionnaire into local languages to include the diversity of participants across India in the evaluation. We conducted interviews and informal discussions with CHWs to obtain qualitative feedback on their gameplay experience.

Figure 5.1 visualizes the dispersion of the scores of each group through a series of box plots.

3. **Results** We used paired t-tests (Dimitrov and Rumrill, 2003) to compare scores within each group. The statistical tests confirmed that the digital and physical game groups had significantly better outcomes than the classroom and control groups ($p < 0.05$). Differences between digital and physical game groups were statistically significant. The digital and physical card games demonstrated a significant increase in knowledge compared to regular classroom training. The group with the digital card game demonstrated better immediate knowledge gain. However, there was no significant difference between long-term knowledge retention among the digital and physical card game groups. The research found that digital and physical card games are effective refresher training instruments for CHWs, with digital games having the additional advantages of scalability and long-term retention. The results indicate the imperative of blended training approaches combining traditional and digital learning modalities to cater to heterogeneous learner needs. The

	Intervention Group-1 (IG-1)		Intervention Group-2 (IG-2)	
	Digital Card Game		Physical Card Game	
	Mean (SD)	Median (min-max)	Mean (SD)	Median (min-max)
Test phase				
Pre-test	25.80 (4.81)	26 (15-36)	24.35 (5.02)	24 (16-35)
Post-test	33.83 (4.03)	34 (25-40)	32.12 (4.36)	32 (21-40)
Late Post-test	30.55 (4.04)	31 (23-39)	30.43 (4.20)	30 (23-39)
(After 3 weeks)				

	Intervention Group-3 (IG-3)		Control Group (CG)	
	Digital Card Game		Physical Card Game	
	Mean (SD)	Median (min-max)	Mean (SD)	Median (min-max)
Test phase				
Pre-test	25.35 (4.30)	25 (15-34)	24.61 (5.65)	24 (10-35)
Post-test	28.05 (3.73)	28 (19-36)	27.64 (3.69)	28 (19-36)
Late Post-test	26.25 (3.32)	26 (19-33)	24.67 (4.10)	25 (15-32)
(After 3 weeks)				

Table 5.1: Publication 2: Test Scores

results emphasize the potential of game-based training to improve the knowledge and performance of CHWs, particularly in resource-scarce environments.

After analyzing the test scores, we found that CHWs who played the games—either digitally or with physical cards—performed significantly better than those in the classroom training group. The control group showed slight improvement and remained flat across all three testing phases. Between the two game formats, the digital group had slightly higher scores on average, especially in the delayed retention test, although the difference was not statistically significant.

4. Discussion

The results suggest that when CHWs engage in game-based learning, they are not just

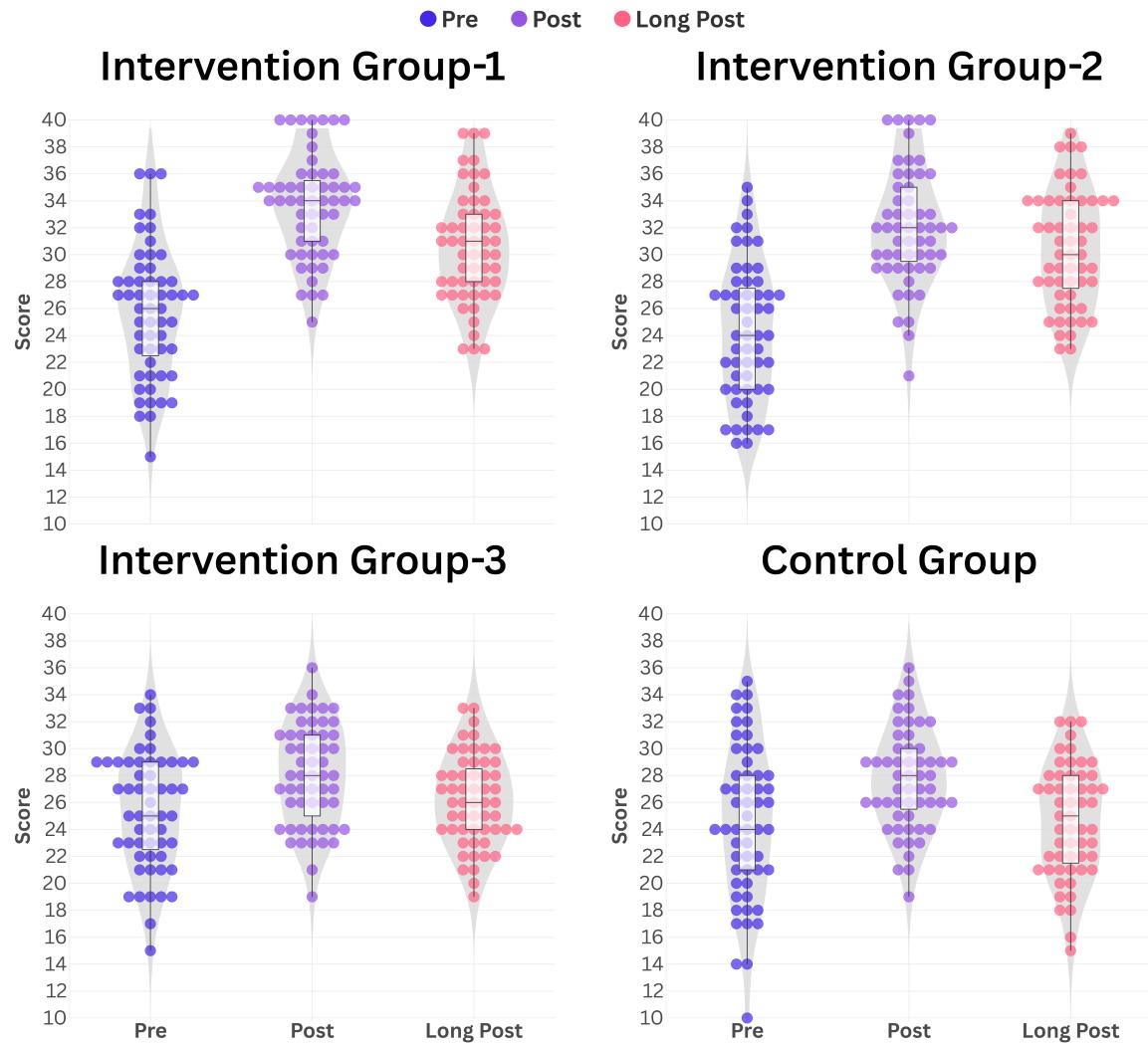


Figure 5.1: Publication 2 : Results from comparing the scores of IG1 (Digital Card Games group), IG2 (Physical Card Game group), IG3 (Classroom group) and CG (Control Group)

having fun but learning in a way that retains them. The interactive and hands-on nature of the digital and tangible card games increased the interactivity and engagement of the training. It aligns with learning theory, where learning occurs when people are actively engaged. Several issues came up during testing. A few CHWs struggled with numeric literacy, especially those who had studied in madrasas, where English numerals were more familiar than Hindi. We responded by changing card numbers to English digits. We also found that some vaccines mentioned in our materials were not administered in all districts, which confused participants during the evaluation. A handful of participants attempted to refer to printed job aids during testing. We removed these cases from the final analysis. To prevent bias, we randomized the order of questions in later survey

rounds.

During informal feedback sessions, most of the CHWs indicated that they enjoyed playing the game. They found it better than classroom sessions and more relevant to their work. Some teams were very competitive, which helped reinforce memorization of the order of the cards. During future sessions, we will keep facilitation at a minimum to avoid disrupting good team dynamics. The findings point to a broader potential shift in how we might train CHWs. Physical card games were easy to adopt as they did not require high-tech hardware or advanced literacy. They can be designed locally for local health agendas and scaled up with little technology. They offer a practical, scalable solution to this problem, even at their simplest.

5. Conclusion

This study shows that learning through games with smartphones or paper cards can be a robust and feasible method for training community health workers. Both formats helped CHWs learn and retain key health information better than classroom sessions. With rising smartphone access, digital tools offer slightly better outcomes and added flexibility, which has the advantages of scalability and long-term retention. This strategy can help bridge long-standing training gaps and improve public health outcomes across India by scaling the solution. Physical card-based games can be an alternative when digital access is incomplete. The findings also suggest that training approaches combining physical and digital game-based learning can be more effective.

This study only focuses on the learning outcome. However, future studies should focus on the outcomes of the training on daily practices. We can measure it by checking the increase in vaccination coverage and through different child and mother health indicators. The studies should explore food and nutrition, hygiene, and adolescent health.

5.3 Publication 2 Epilogue

The findings of this quasi-experimental study show that both digital and physical card-based game interventions significantly outperformed the traditional classroom training and control group regarding immediate knowledge gain. The digital version of the game demonstrated

better outcomes in retention, although the statistical significance between digital and physical modes remained marginal.

The reflections gathered from focused group discussions and qualitative interviews with CHWs show the appropriateness of the game-based approach. The findings acquired from intensive group discussions and qualitative interviews with CHWs prove the suitability of the game-based approach. Visual and auditory elements of the game, for most participants, particularly those with poor literacy skills, boosted increased engagement in the immunization content.

Competitive and collaborative elements also improved peer learning and social reinforcement, which are the core components of community work. Gamification also improved intrinsic motivation and increased the participants' confidence, an element typically missing in training programs scheduled on the calendar. The initial rounds of digital play show the novelty effect. Players showed increased interest owing to fresh technology and instant feedback. However, as the players adapted to the given limited set of scenarios, interest started to level off. This insight indicates the requirements of repeated revisions to the content and the introduction of more varied, context-dependent challenges so that CHWs can have long-term interest and learning benefits.

From both policy and implementation perspectives, this experiment illustrates the viability of using low-cost, scalable training tools—namely smartphone games—as components of integrated capacity-building efforts for CHWs. The digital game and card deck are open-sourced and ensure adaptability across local languages and health topics beyond immunization, such as maternal health, nutrition, or disease prevention.

Critique of these two experimental studies highlighted that the sample populations selected were unlikely to be representative of the broader demographic and contextual variability of Community Healthcare Workers (CHWs) in India. In response to this limitation, the experimental design of the subsequent experiment sought to expand the geographic and contextual reach by implementing the intervention in several demographically varied sites across the nation.

There were practical challenges in executing multi-arm study designs, particularly in geographically constrained or community-based settings. There were risks of intervention spillover and sample contamination. To mitigate these risks and enhance the simplicity of implementa-

tion, the study design of the subsequent experiment was condensed to three arms, excluding the placebo or no-intervention group. This adaptation allowed for better comparisons without interfering with the intervention and data collection process.

Chapter 6

Publication 3: Replay, Revise, and Refresh: Smartphone-Based Refresher Training for Community Healthcare Workers in India

6.1 Publication 3 Prologue

This research investigates alternative, scalable, and contextually engaging modes of refresher training using game-based learning tools. The hypothesis emerges from learning science theories suggesting that interactive and participatory training modes, incorporating gamification principles, are more effective in reinforcing knowledge. By incorporating decision-making, repetition, feedback, and social play, games can provide a compelling framework for continuous learning.

The objective of this study is to compare the effectiveness of three refresher training

modalities: (i) digital smartphone-based card games, (ii) physical card games, and (iii) conventional classroom training. Each method uses the same learning content, immunization schedule, and antenatal and postnatal care guidelines. The study employs a quasi-experimental design involving 270 CHWs, randomized equally across the three groups (n=90 per group). We assessed knowledge levels at three stages—pre-test, immediate post-test, and delayed post-test after three weeks—using standardized and shuffled multiple-choice questionnaires.

6.2 Publication 3

This section is part of a published research paper presented by the author at an international conference in person and reprinted in the Annexure section as part of this dissertation.

Majhi, A., Agnihotri, S. B., Mondal, A., 2024. Replay, Revise and Refresh: Smartphone-Based Refresher Training for Community Healthcare Workers in India ”, *HCI International 2024, Washington DC, USA*

https://link.springer.com/chapter/10.1007/978-3-031-61966-3_34

1. Introduction

India’s frontline public health providers, like Accredited Social Health Activists (ASHAs) and Anganwadi Workers (AWWs), are at the grassroots of India’s public health system. They are engaged in mother and child health care, nutrition, and early childhood education. However, challenges like inadequate refresher training, poor remuneration, and limited access to the latest health information limit their ability to function.

The Government of India runs immunization programmes like the Universal Immunization Programme and Mission Indradhanush. However, the efficacy of these programs depends on the knowledge and capacity of CHWs. According to NFHS-5 (2019-20), coverage of immunization among 12-23 months old children stood at 62.2%, a marginal increase from 60% in NFHS-4 (2015-16). This stagnation, despite huge policy and infrastructure initiatives, points towards addressing knowledge gaps at the level of CHWs. Resources such as the Mother and Child Protection Card (MCPC) provide factual information to CHWs and caregivers, but they fail to understand immunization schedules and

services in depth. Replicable, interactive, and accessible refresher modalities patterned after the real-world constraints and CHW routines are thus in critical need.

Recent literature explored various types of CHW training. Researchers used media broadcasting, such as community radio, to provide health information at scale. Other approaches include mobile video material provided via memory cards for offline viewing, often supplemented by quizzes offered via calls or applications. Researchers offered incentives through mobile talk-time credits to encourage participation. Instructional visualizations and procedural instructions have also been used, especially with low-literate participants. New interventions use augmented reality and other interactive media to improve engagement. Few of these methods have empirical validation or consider long-term retention of information. This study builds on these initial work attempts by integrating play-based learning into a systematic, assessment-focused framework. With the increased prevalence of smartphones among CHWs, there is a strong argument for exploring mobile-based training interventions. Unlike classroom-based training, smartphone-based interventions promise repeated exposure to frequent, bite-sized, and context-relevant training in interactive modes such as games. Such gamified learning mechanisms can be adapted to the literacy and digital skills of CHWs while remaining cost-effective and scalable.

This study investigates the relative effectiveness of three refresher training approaches: standard classroom training, a physical card game, and a smartphone digital game. This study particularly wants to address the following research questions:

- RQ1: Is gaming an effective replacement for standard classroom-based refresher training in enhancing CHW knowledge?
- RQ2: Do digital and physical gameplay modalities differ significantly in terms of the immediate gains in knowledge?
- RQ3: Do the two modalities differ significantly regarding long-term knowledge retention?

2. Methods

We developed a card game comprising 60 cards divided into four thematic silos: (1) Child care below one year, (2) Child care above one year, (3) Antenatal care (ANC), and

(4) Postnatal care (PNC). The game requires players to sequence the cards based on the correct child vaccinations and mother care timeline. The first player to empty their hand wins the game round. We developed a digital version of the card game as a smartphone application with the same content and rules of play as the physical game. We calculated the sample size using G*Power software ($d = 0.5$, $1-\beta = 0.95$, $\alpha = 0.05$), leading to a required sample of 88 participants per group. Considering attrition, we initially recruited 95 participants per group. 90 participants per group retained, totaling 270 participants. Each group had an equal distribution of ASHAs and AWWs (45 each).

A quasi-experimental design was employed. We divided the participants into three groups:

- IG1: Digital card game (smartphone-based)
- IG2: Physical card game
- IG3: Traditional classroom training (control group)

We conducted three assessments for each group: a baseline pre-test, a post-intervention test, and a delayed post-test after three weeks. All tests included 45 multiple-choice questions focused on immunization and healthcare scheduling, shuffled across instances to reduce recall bias. We performed quantitative analysis to evaluate intra- and inter-group differences.

3. Results

Immediate knowledge gain was significantly greater in the digital card game group, while there was no significant difference in knowledge retention between physical and digital card game-based groups. Traditional classroom training showed significantly low retention of knowledge. The qualitative feedback indicated that CHWs liked the digital version of the card game due to its convenience and interactivity, but had reservations about distractions and the requirement of printed versions for reference.

Experimental Study Results	Intervention Group-1		Intervention Group-2		Intervention Group-3	
	Test Scores		Test Scores		Test Scores	
Test phase	Mean (SD)	Median (min-max)	Mean (SD)	Median (min-max)	Mean (SD)	Median (min-max)
Pre-test scores	24.85 (3.34)	24.16 (18-33)	24.28 (2.88)	24.13 (19-30)	25.02 (3.19)	24.69 (19-32)
Post-test scores	35.62 (3.57)	35.56 (28-42)	31.86 (4.1)	31.48 (24-42)	30.01 (4.32)	29.71 (19-39)
Delayed Post-test scores (After 3 weeks)	31.75 (4.69)	32.23 (22-41)	30.62 (4.1)	30.82 (21-40)	26.46 (3.54)	26.75 (19-34)

Table 6.1: Publication 3: Study Results

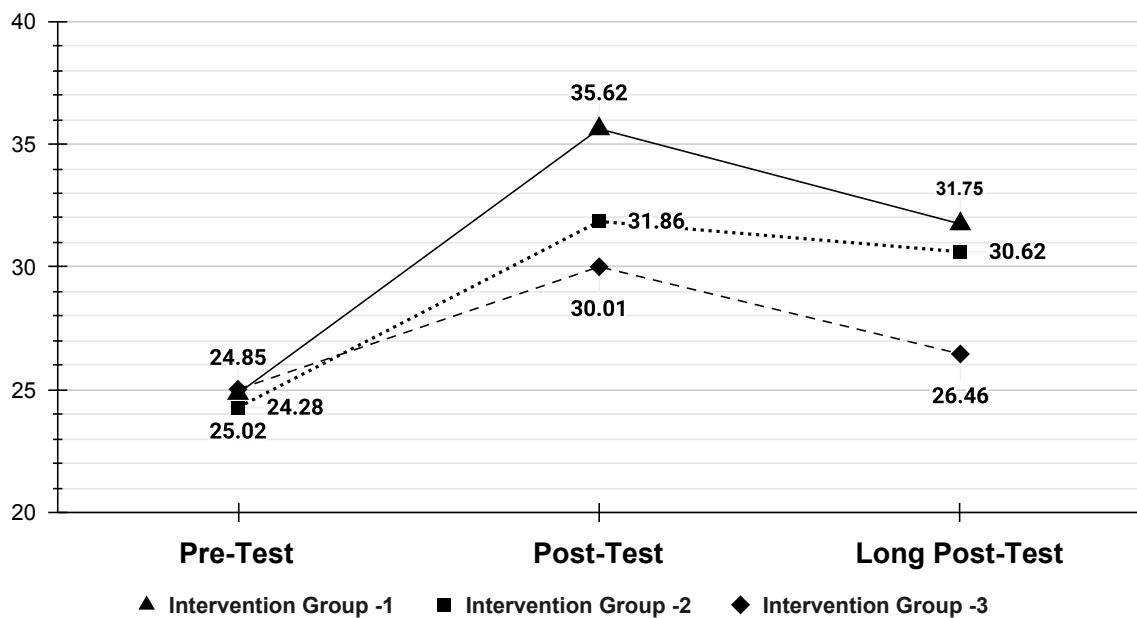


Figure 6.1: Publication 3: Line chart showing trends of change of mean value in the pre-test, post-test, and delayed post-test

Pre-test scores did not differ significantly across the three groups ($F = 0.84$, $p = 0.44$), testifying to an equal baseline. Post-intervention scores differed significantly ($F = 22.96$, $p < 0.00001$). Tukey's HSD test revealed that IG1 performed significantly better than both IG2 ($F = 6.36$, $p = 0.00004$) and IG3 ($F = 9.39$, $p < 0.000001$). We did not observe

a statistically significant difference between IG2 and IG3 ($F = 3.03$, $p = 0.085$).

After three weeks, delayed post-test scores varied significantly ($F = 20.62$, $p < 0.00001$). IG1 and IG2 scored significantly higher than IG3 ($p < 0.05$). No significant difference existed between IG1 and IG2 ($F = 1.84$, $p = 0.4$), indicating equivalent retention. There were significant gains from the pre-test to the post-test for all groups. IG1 gained the most in scores, followed by IG2, then IG3. While IG1 gained the most immediately, its delayed retention dropped more significantly than IG2, which retained more steadily. IG3 consistently had the lowest scores at every phase.

4. Discussion

This study validates the hypothesis that gamified training methods, particularly smartphone-based interventions, can outperform traditional classroom training in immediate knowledge acquisition. However, the performance of digital and physical card games converged when we checked knowledge retention over three weeks. This insight underscores the potential of both gamified methods as viable tools for CHW refresher training.

Qualitative feedback from participants also revealed preferences and challenges. While some CHWs appreciated the convenience and interactivity of the digital game, some preferred hard-copy materials that could be independently read or used as consulting material during home visits. These findings have important implications for public health training programs. Gamified learning can provide a scalable, interactive, and efficient way of training. However, hybrid models that combine digital and printed materials may more appropriately address the varied needs and constraints of CHWs.

5. Conclusion

The research concludes that refresher training using smartphones is an effective method for enhancing knowledge retention in CHWs. Though the digital game showed a higher short-term gain in knowledge, long-term retention was equal in both digital and physical card games.

Evidence also shows that game-based training can complement conventional training programs in low-resource contexts. Future research can investigate long-term effects, motivational determinants of the use of games, and integration of gamified learning into routine CHW workflows. Making the sample larger and geographically covering other

areas would enhance external validity.

6.3 Publication 3 Epilogue

The experiment results show that game-based learning interventions—both physical and digital—are significantly more effective than traditional classroom-based methods in enhancing knowledge acquisition among CHWs. Post-test results showed the highest gain in the digital gameplay group (IG1), followed by the physical card group (IG2), with the classroom training group (IG3) showing the least improvement. These findings validate our first hypothesis that interactive and engaging formats, such as games, can be superior alternatives for refresher training, especially when aiming for immediate knowledge enhancement.

In terms of long-term retention, measured three weeks after the intervention, the digital and physical groups performed significantly better than the classroom group. The difference between digital and physical modes was not statistically significant. Participants' feedback from the focused group discussions supported major sociocultural determinants of learning. While some CHWs enjoyed the interactivity and independence offered through the smartphone game, others employed physical cards as they were tangible, simple to work with, and could serve as counseling tools while conducting field visits. Smartphone distraction, especially when shared among the CHWs, also constituted a significant challenge.

These findings validate the imperative for the creation of educational interventions for effectiveness as well as contextual appropriateness. Physical card play, while less technologically advanced, is more accessible and can be more easily integrated into the everyday routines of CHWs. Digital smartphone-based games, however, incorporate automation of feedback, progression tracking, and scalable opportunities to disseminate, especially when presented by public health platforms or app stores.

At a policy level, the research suggests that investment in low-cost, culturally targeted, gamified training interventions can improve the quality and consistency of health services delivered by CHWs. These interventions can act as reinforcement strategies following in-class training, filling the knowledge gap and building confidence, hence driving better health outcomes at the community level. Looking to the future, the results endorse a hybrid training

paradigm that leverages the complementary strengths of physical and digital interventions.

Building upon the insights gained from the three preceding experimental studies conducted across diverse locations in India, this research sought to investigate the practical implications of gamified training interventions. While earlier studies focused primarily on knowledge acquisition and retention, our objective in the subsequent phase was to explore how such interventions influence the day-to-day practices and performance metrics of Community Healthcare Workers (CHWs). Specifically, we aimed to assess the extent to which game-based training modalities, particularly those with location-based mechanisms, translate into measurable improvements in CHWs' routine field activities. We addressed this inquiry in detail in the fourth experimental study, presented in Publication 4.

Chapter 7

Publication 4: Mapping Child Malnutrition and Measuring Efficiency of Community Healthcare Workers through Location-Based Games in India

7.1 Publication 4 Prologue

The role of ASHAs and AWWs, as CHWs, is to perform timely anthropometric measurements and care for children in the community. However, the current data collection procedures have inefficiencies like infrequent updates, lack of spatial granularity, limited worker engagement, and usage of manual registers or inconvenient smartphone apps. These inefficiencies lead to inaccurate or outdated datasets, which hinders effective decision-making for targeted health interventions and other state-run programs. By leveraging the motivational affordances of serious games, such as reward mechanisms, narrative progression, and collaborative competition, this

study aims to improve and sustain participation and provide an accurate geospatial mapping of malnutrition indicators.

Our primary objective is to evaluate whether CHWs using a game-based, smartphone-supported data collection application exhibit higher measurement efficiency (accuracy, completeness, and timeliness) than those using a traditional, non-gamified data entry application. The primary hypothesis (H1) is that game-based data collection will result in statistically significant improvements in performance metrics over traditional methods. A second hypothesis (H2) examines whether these enhanced performances are sustained in the long term, indicating the enduring impact of the intervention beyond novelty effects.

The methodological approach involves a quasi-experimental design (QED). While it lacks randomization, it allows for real-world testing with higher external validity. We conducted the study across two arms: an Intervention Group (IG, n=94) using the game-based application and a Control Group (CG, n=94) using a regular data entry app. Both groups are assessed in three phases—baseline, post-intervention (after one month), and delayed retention (after three months).

The game incorporates geospatial incentives to motivate data collection from underserved and underrepresented areas and uses progressive narratives and real-world feedback systems to sustain engagement and motivation. The game focuses on playful learning, peer-to-peer coordination, and reflective practice to align the intervention with the daily realities and constraints of CHWs in low-resource environments.

7.2 Publication 4

This section is part of a published research paper presented by the author at an international conference in person and reprinted in the Annexure section as part of this dissertation.

Majhi, A., Agnihotri, S. B., Mondal, A., 2024. Mapping Child Malnutrition and Measuring Efficiency of Community Healthcare Workers through Location-Based Games in India. International Conference on Information Technology for Social Good (GoodIT '24, Bremen, Germany)

<https://dl.acm.org/doi/10.1145/3677525.3678685>

1. Introduction

Child malnutrition has been a persistent problem in India, with considerable impacts on public health and development outcomes. Despite large-scale initiatives like the National Family Health Survey (NFHS) and Poshan Tracker system, granular, geospatial, and real-time data on child health remains scarce. Community Healthcare Workers (CHWs)—or ASHAs and Anganwadi Workers—are intermediaries for healthcare service delivery. However, most CHWs are poorly trained and lack digital tools and skills for adequate and sustained data collection. Smartphone access is a main opportunity to leverage digital tools for improved health surveillance. Healthcare planning and intervention depend upon timely and accurate data collection. Conventional data entry computer software is often incapable of facilitating extended CHW participation due to usability and a lack of contextual appropriateness. Previous resistance to digital tools like the Poshan Tracker points to the need for user-centered design principles that emphasize simplicity, training, and user participation.

This study examines the use of geolocation-based games to enhance the quality and engagement of CHWs in collecting child anthropometric measurements. Recognizing the value of CHWs in providing community-level health interventions, this study examines how gamified data collection tools can improve the frequency and quality of anthropometric measurements in difficult-to-reach populations.

This study answers the following research questions:

RQ1: Does implementing a location-based game improve the measurement efficiency of CHWs more than a conventional data entry application?

RQ2: Is the efficiency gained through the game-based intervention maintained in the long term?

2. Methods

The study involved a co-design workshop with CHWs to design a location-based game for collecting child anthropometric data. The research aims to design, implement, and evaluate a game-based mobile application to support CHWs in collecting child anthropometric data. The primary objective is to enhance measurement efficiency and user engagement. Secondary objectives include understanding long-term retention, usability in real-life scenarios, and integration within existing health systems.

We conceptualized the game through a structured co-design workshop involving 20 CHWs in pairs. We used a six-step process: building bridges, developing user models, mapping possibilities, prototyping, feedback loops, and iterative changes. Common mechanics emphasized sustained participation across time and space, incentivized exploration, and story-driven progression. The game allowed CHWs to record measurements during home visits, visualizing their contribution to a growing map of child health metrics.

Sample size estimation using G*Power ($(d)=0.5$, power $(1-\beta)=0.95$, and level of significance $(\alpha)=0.05$) suggested 88 participants per group. Accounting for attrition, we recruited around 200 CHWs across multiple Indian states following convenience sampling, and 94 participants per group completed the study. We conducted a quasi-experiment with 188 CHWs in two groups: one using the game-based app and the other using a typical non-game data entry app. There were pre- and post-intervention tests and a delayed retention test (DRT) three months after the intervention to assess long-term engagement and data collection efficiency.

We chose a quasi-experimental design (QED) due to logistical constraints in randomization. The study involved pre-tests, post-tests, and a delayed retention test (DRT) conducted three months later. While CG received equal attention, we tried to make the game inaccessible to them during the intervention phase.

Measurement efficiency was quantified using task-based scores. Paired and independent t-tests assessed improvements within and across groups. The evaluation considered nov-

Test phase	Control Group (CG) (n=94)		Intervention Group (IG) (n=94)	
	Using Regular Monitoring App		Using Game-based Monitoring App	
	Mean (SD)	Median (min-max)	Mean (SD)	Median (min-max)
Baseline	51.46 (9.21)	49.85 (36-70)	49.04 (10.57)	48.8 (18-72)
Post-test	54.84 (14.96)	53.84 (29-84)	73.9 (14.28)	75.82 (46-111)
Long Post-test (After 3 months)	52.58 (13.59)	52.6 (28-79)	69.14 (16.63)	70.79 (26-108)

Table 7.1: Publication 4: Test Scores

elty effects, long-term retention, and potential confounders such as education and years of experience.

3. Results

The intervention group showed statistically significant gains in measurement efficiency compared to the control group ($p=0.00004$; Cohen's D = 1.6). While both groups showed score reduction in the delayed post-test, the IG maintained a significantly higher performance level than the CG, supporting both RQ1 and RQ2. Mean scores for the IG improved from 49.04 at baseline to 73.9 post-test and slightly declined to 69.14 at DRT. In contrast, the CG scores moved from 51.46 to 54.84 post-test and returned to 52.58 in DRT.

The findings indicated that the game-based application significantly improved the efficiency of data measurement among CHWs compared to the traditional non-game app. The game-based model showed better engagement and retention. CHWs indicated a higher motivation level for gathering data in untapped regions. The study established that the initial motivation towards the game-based application gradually reduced, indicating the need for sustained reinforcement and support to achieve long-term engagement.

4. Discussion

Findings revealed no correlation between formal education and baseline performance,

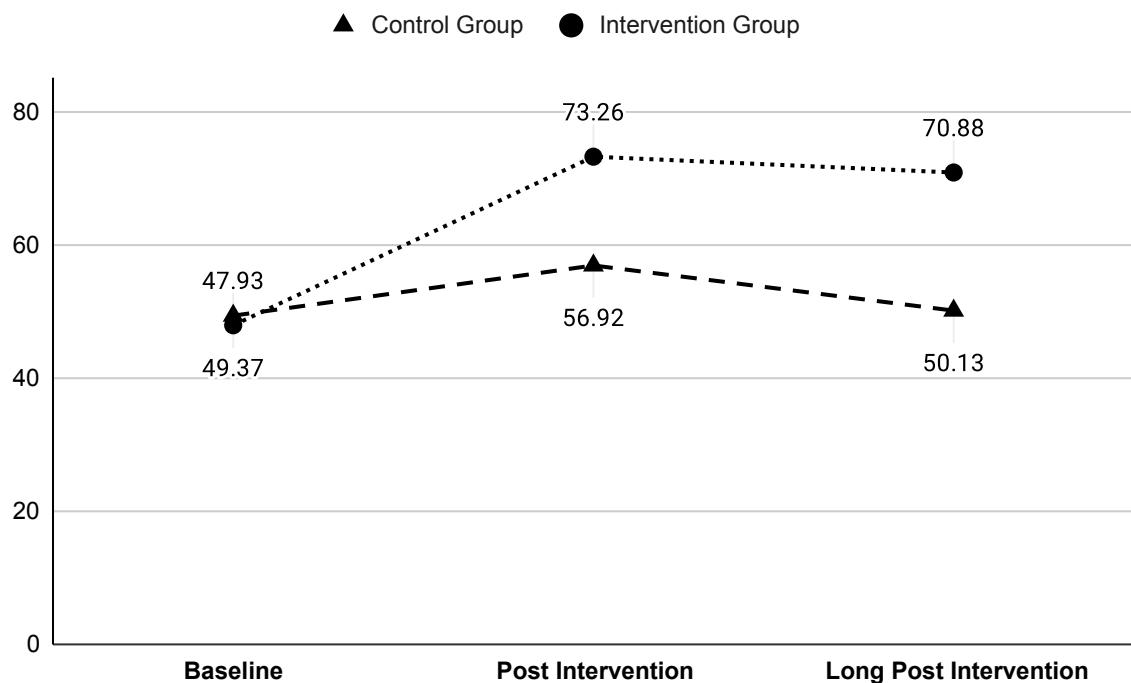


Figure 7.1: Publication 4: Line chart showing trends of change of mean value in baseline, post-test, and long-post-test across the control and the intervention group

highlighting the significant role of on-field experience. Training programs have to, therefore, emphasize practical, scenario-based training. Field observations indicated that CHWs enjoyed the game after initial learning, forming teams, and engaging competitively. While this enhanced engagement, occasional rivalry led to demotivation among weaker performers.

The app temporarily increased home visit frequency and motivation. However, as with most gamification interventions, the novelty dipped down. Long-term efficacy may require adaptive narratives, seasonal updates, and embedded real-world impact stories. A few instances of data fabrication by the participants underscore the need for real-time verification features. Anomaly detection, time-stamped entries, and location confirmation features can mitigate this risk.

5. Conclusion

The study concludes that location-based games can significantly enhance the efficacy and productivity of CHWs in data collection. Not only was the game-based system more accurate and efficient in data collection, but it also motivated CHWs to go into underserved

areas, leading to improved reach of data collection. The study suggests that incorporating game elements into data collection will enhance health data quality and reliability, eventually leading to improved healthcare planning and intervention.

Integrating co-designed location-based games into the workflows of CHWs significantly improves the collection and quality of child anthropometric data. The findings reinforce the potential of participatory digital tools in transforming public health systems. Game-based interventions not only maximize efficiency but also create purpose and agency for CHWs as well.

In subsequent studies, we need six months to one year to explore the long-term effects of adaptation. We need to explore integrating the game with national health dashboards. Scaling the app and conducting randomized trials across varied geographies would validate its broader applicability.

7.3 Publication 4 Epilogue

The results of this study validate the hypothesis that integrating game-based mechanisms into anthropometric data collection significantly enhances the measurement efficiency of Community Healthcare Workers (CHWs). The intervention group (IG) using the game-based application demonstrated significant improvements in post-test scores compared to the control group (CG), which used a conventional data entry app. Statistical analyses revealed a substantial effect size (Cohen's D = 1.6) favoring the game-based group, affirming our first hypothesis (H1). The game platform led to better accuracy and timeliness in child measurement recording, improved spatial coverage, and greater enthusiasm among CHWs.

However, the delayed retention test (DRT) conducted after three months revealed an overall decline in performance for both groups. It confirms the second hypothesis (H2) that designing dynamic game elements, such as seasonal campaigns, evolving narratives, or rewards, is necessary to facilitate long-term engagement. Rich obtained qualitative user feedback from CHWs. Most participants reported greater confidence and interest in their work using the game, attributing this to the user-friendly interface and real-time feedback systems. Co-design facilitated the mapping of game mechanics onto the cultural context, age, and digital literacy of

CHWs. The participatory method enhanced usability and created a sense of ownership and control among the participants. CHWs began to internalize the importance of spatial coverage and timely data entry, reflecting a shift towards more autonomous and proactive health surveillance practice.

By crowdsourcing geospatially tagged anthropometric data live through gameplay, this study reaffirms the potential of serious games as a platform for civic participation and community-based data sourcing. This insight opens up new opportunities for public health data collection and efficient planning of healthcare service delivery at a more granular level at scale.

Chapter 8

Connecting the Dots: Synthesizing Insights from the Four Studies

From the four studies, we find a common thread of utilizing game-based training mechanisms to enhance the performance and training effectiveness of Community Healthcare Workers (CHWs) in India. The articles form part of the foundation for this doctoral research exploring how gamification, community health, and mobile learning converge in low-resource settings.

Paper 1: *Physical and Augmented Reality based Playful Activities for Refresher Training of ASHA Workers in India*

Paper 2: *Refresher Training through Digital and Physical, Card-Based Game for Accredited Social Health Activists (ASHAs) and Anganwadi Workers (AWWs) in India*

Paper 3: *Replay, Revise, and Refresh: Smartphone-Based Refresher Training for Community Healthcare Workers in India*

Paper 4: *Mapping Child Malnutrition and Measuring Efficiency of Community Healthcare Workers through Location Based Games in India*

Baseline knowledge or skills were not significantly different between groups, which ensures baseline equivalence among groups and methodological consistency in all four studies.

This condition allowed each study to isolate the effects of the intervention itself, whether digital or physical games, classroom-based, or conventional apps based on learning outcomes or efficiency of work.

We find a consistent pattern across three knowledge-based studies (Papers 1, 2, 3) and one skill-based study (Paper 4). Participants who engaged in digital game-based interventions showed statistically significant improvement in scores from the pre-test phase to the immediate post-test phase. The immediate post-intervention gains were mainly due to the immersive, engaging, and novel nature of the digital gameplay experience, especially for users with limited prior exposure to such technologies.

A significant decline in performance was consistently observed during the long-term post-test phase, performed several weeks or months after the intervention. This reduction in test scores signifies a gradual loss of retained knowledge over time, raising concerns about the retention of learning outcomes achieved through short-term interventions. Although initial learning gains were significant, the findings suggest the need for continued engagement and reinforcement mechanisms in game design through timely content updates, narrative progression, social competition, and real-world incentives.

From these studies, we know that interventions through games are more effective than traditional methods as they motivate, encourage participation, and provide immediate learning outcomes. Gamification and game-based research on learning support these findings. It says that direct feedback and active participation play a significant role as they help enhance cognitive processing and memory formation. Digital interventions, especially on smartphone platforms, provide rich and interactive affordances to acquire abstract information and make it relatable to CHWs.

The physical card-based games, while less interactive, provided surprisingly equivalent long-term retention rates. This finding suggests that physical play's haptic and social learning elements entail more elaborate information encoding despite lower short-term gains. Physical gameplay supports collaborative thought and enhances repetition orally, which are the most effective methods for knowledge reinforcement, especially in collectivist cultural settings like India. These findings challenge the assumption of digital solutions and argue in favor of multi-modal solutions, which include various learner preferences.

Subsequent game versions could address this limitation by incorporating design enhancements like periodic reinforcement mechanisms, increasing difficulty levels, narrative progression, or periodic tests built into the game. These enhancements can help maintain learner motivation over the long term and mitigate the loss of knowledge retention indicated in long-term measurements.

The multi-arm comparative study across digital and physical card game modalities provides significant insights. Although digital games consistently yielded significantly higher immediate post-test gains, long-term retention scores for digital and physical interventions were not significantly different in most studies. The results suggest that both learning modes of game-based learning can be as good after some time, provided learners are engaged enough. Both modes of game-based learning were better than classical classroom training and placebo or control conditions.

Paper 4 adds a new dimension by shifting the evaluation metric from knowledge to measurable work performance. The significant gains in measuring efficiency, as captured through real-time geospatial data, reflect the broader applicability of gamification beyond pedagogy to operational workflows. The design and field-testing of a location-based game for mapping malnutrition improved task accuracy and enhanced data quality for health planning. This contribution is critical, as it moves the discourse from training to implementation, bridging the gap between learning and action. Measurement effectiveness, captured by the timeliness and quality of anthropometric data collection, also experienced the same increase and decrease pattern as knowledge-based results, thus making the learning-retention curve universal for cognitive and procedural functions.

The second key conclusion across the studies is the imperative of co-design in ensuring relevance, usability, and adoption. CHWs were involved in all phases - ideating, designing, and testing the games, which shaped the interventions to reflect ground realities and user preferences. The participatory design approach aligns with Human-Centered Design (HCD) principles and ensures that interventions are technologically sound and socially acceptable.

The research offers a strong case for institutionalizing game-based refresher training within national health programs. We suggest including game-based training modules for routine skill updates and reporting as a part of the existing data collection initiatives, like the Poshan Tracker app. The study also highlights that training programs should be evaluated on work productivity

and long-term behavioral change, apart from knowledge acquisition.

Chapter 9

Discussion

9.1 Reflections on Experiments

We found the immunization cards game to be significantly effective for refresher training of CHWs, with significant knowledge gain and retention. We compared the results by repeating the experiment with similar groups. We also found that the digital card mode was significantly better in most cases than the physical card game.

In all experiments across four papers, we observed a significant trend across all experiments that with the aging of CHWs, the change in knowledge gains between pre- and post-tests was lower. In other words, it was getting harder for aged CHWs to learn new content and adopt digital tools. Some CHWs were highly motivated and enthusiastic learners, even at higher ages. Research on learning in other contexts also finds similar results in adult education. Years of formal education also have an insignificant effect on baseline test scores, as the knowledge and experience mainly gained depend on the years of experience, working in the field as a CHW, and having hands-on experience dealing with the prevalent issues. Recruiting new young CHWs can make the cadre more effective. However, instead of retiring the aged CHWs, some could

be promoted to CHW trainers and CHW supervisors, providing refresher training and utilizing their acquired leadership skills in managing their group well.

The experimental design had multiple formats, like physical card games, digital games, traditional classroom sessions, and control groups, to assess the impact of gamified learning. Different intervention arms allowed for meaningful comparisons of learning outcomes across different groups. The digital card game on immunization offered immediate feedback to players. Progressive difficulty levels and interactive game elements improved engagement and motivation. This finding conforms to Self-Determination Theory (SDT), which focuses on autonomy, competence, and relatedness as pillars for effective learning. The physical card game lacked digital interactivity, but in contrast, it improved peer collaboration and discussions among the CHWs. The findings of this study are similar to Vygotsky's social constructivist theory, which says that social interactions are necessary for effective learning. The traditional classroom model was more effective in a few settings than the gamified tool. However, as it lacked the interactive and immersive elements of the gamified tool, it led to comparatively lower engagement and retention of knowledge than the gamified tool. During delayed retention tests conducted a few weeks after the intervention, the marginal reduction in post-test scores across groups shows the limitations of one-time interventions and reduced motivation to practice.

Social factors like cultural norms, language diversity, socio-economic conditions, and group dynamics influenced how learners interacted with the training materials and each other, influencing participants' in-game engagement and knowledge performance. India has 22 official languages and more non-scripted ones. CHWs operate in regions with different language intersections. Standardized training materials pose challenges for the CHWs. The designed game offered content in the local language, which might have contributed to improved comprehension and engagement. The CHWs' social and economic context can have influenced their access to digital devices and the internet. Those from economically disadvantaged groups might have utilized the physical card game as a more accessible medium, especially for less digitally literate or resource-poor individuals. Peer-to-peer dynamics and group interactions also played a key role. Collaborative learning was particularly evident in the physical card game sessions, where participants often discussed answers and strategies collectively. This social learning environment likely enhanced engagement and supported deeper understanding through dialogue and peer learning.

9.2 Expanding the Content of the Card Game beyond Immunization to Other Maternal and Child Health Topics

Future researchers, designers, and content creators can expand the game's content beyond the immunization module to cover other maternal and child health topics, such as adolescent care, maternal nutrition, breastfeeding practices, complementary feeding, and disease prevention. Adding hands-on skills to the game could also help CHWs develop competencies for healthcare delivery.

9.2.1 Expanding Content Coverage for Holistic Health Education

Healthcare services provided by CHWs cover various health issues concerning mothers and children. The game should include adolescent care modules, including topics such as preventing anemia, managing menstrual hygiene, knowledge of contraceptive methods, coping with mental health, etc. Maternal and child nutrition should also focus on the importance of balanced diets before and during pregnancy, exclusive breastfeeding for the first six months, and complementary nutrient-dense foods after six months.

The game's expansion should maintain the game's endogenous mechanics, which should evolve from the content. The game module on nutrition could introduce cards representing food groups and types of nutrients. In the game, players could create balanced meals without repetition for a week for varying age groups, which is also a part of the advocacy provided by the CHWs. The adolescent care module may challenge players to identify malnutrition signs or offer proper counseling for effective menstrual health management. Such mechanics help translate health concepts into concrete, familiar actions for communicating information more effectively.

9.2.2 Game Theory and Collaborative Learning

The work duties of CHWs require contact and coordination among them, e.g., organizing health camps, disease outbreaks, or community nutrition programs. Cooperative learning can teach them how to effectively work in teams to achieve common goals by replicating real-world dynamics in their job.

Group players can develop a comprehensive care plan for a malnourished child in collaborative modules. Each player would have different information (imperfect information game-play), like dietary habits, clinical signs, or family history. They must contribute their insights to arrive at an accurate diagnosis and treatment plan. This collaborative mechanic would reinforce the importance of information sharing, communication, and teamwork in mother and child and community healthcare.

Competitive game elements like leaderboards can also improve engagement without compromising the cooperative nature of providing healthcare in the game. It can motivate CHWs to improve their performance while supporting competition and providing consistent learning.

9.2.3 Implementation Challenges on adding new content

Expanding the game's content and mechanics brings new challenges, hindering its effectiveness. One of the challenges is about balancing complexity and accessibility. Realistic scenarios and advanced skill-building tasks demand more proficiency from players. The game must remain accessible to CHWs with varying technical and smartphone literacy levels and technical proficiency. Simplified instructions, visual cues, and intuitive interfaces help the game experience to be inclusive and user-friendly.

Health knowledge, beliefs, and medical practices vary geographically and between communities. In order to make the game culturally sensitive and appropriate, designers must consider India's cultural and contextual context when developing card games for refresher training for front-line healthcare workers. The heterogeneity of India, traditional games, and social fabric are crucial to making such educational materials effective.

Involving CHWs in developing the content will help tailor it to make it compatible with the local traditions and norms as part of the attempts to ensure that the game is culturally appropriate and suitable for the intended target group. Incorporating elements of significant games like Badam Satti and Rummy was helpful. Satti or Badam Satti, a cultural game from India, is identified by its strategic approach, skill requirement, and across-the-board appeal to varied age groups and classes. Taking on the familiar form and principle from the game assisted in making the training game more appropriate for healthcare providers. Playing cards evolved from recreations to symbolic objectification of status and custom in India. This historical background can be applied by developing card games in such a manner that they educate and serve as a social activity for bonding among healthcare professionals, fostering teamwork and communication.

9.3 Methodology of Play

This game translates the content, immunization schedule covering vaccines like polio, measles, and tetanus, into interactive and tangible mechanics through cards (game elements) representing age-specific vaccine milestones and resource management challenges (game mechanics). By reflecting on the challenges CHWs face in their everyday work, players attained realism through the game elements and mechanics, increasing the sense of presence and player engagement. The game simulated challenges like shortages of vaccines and disease outbreaks. The players need to make quick, informed choices throughout the game. The game provided experiential learning through hands-on activities like card stacking in the proper sequence of vaccine administration and transformed abstract concepts into concrete actions. These tactile interactions reinforced memory pathways, enabling CHWs to internalize and apply what they have learned in daily practical settings. Repeated exposure to these core concepts through simulated scenarios and constant processes of learning, application, and reinforcement prevented players from forgetting information and ensured long-term retention.

9.3.1 Game Mechanics: Promoting Emotionally Engaging Learning

The game mechanics, adequate challenges, and constructive feedback invoked curiosity, anticipation, and a sense of achievement. It helped to sustain motivation in the game. The game mechanics were endogenous or derived directly from the content. In the game, players stacked cards representing vaccines in the correct chronological order based on a child's age. This game mechanic was similar to the decision-making process that CHWs went through in scheduling and administering vaccines. The real-world tasks of CHWs aligned with the gameplay mechanics. They were more likely to comprehend and internalize the sequencing rules, increasing learning and retention. Opposition mechanics, such as artificial vaccine shortages or outbreaks, added complexity and realism. These dynamic, challenging opposition mechanics caused players to change strategies, further improving their critical thinking and problem-solving skills. The unpredictability of opposition mechanics kept players engaged. Overcoming these challenges became a memorable experience for the CHWs, reinforcing the knowledge gained during gameplay. The rewards and feedback elements induce emotional engagement. Overcoming in-game challenges generated a sense of achievement, which drove continued participation. The emotional satisfaction derived from mastering complex tasks (in-game mastery) deepened the player's connection to the content.

9.3.2 Rules of Play: Structuring Learning Through Interaction

The game's rules were designed to structure learning in incremental, interactive, and engaging ways. The sequence of the game was structured with an incremental difficulty scale. Initially, there were simple stacking game mechanics to help CHWs onboard with the experience. The game later revealed advanced topics such as resource constraints and age-specific critical immunization as players progressed. This technique is known as 'scaffolding' in educational theory. The basic concepts are taught and tested first before teaching more advanced concepts. By ensuring a smooth and steady increase in the complexity of content type, CHWs remained motivated while they mastered more advanced topics.

Collaboration played an important role in the game's rule structure. The game allowed

players to work together or compete to complete vaccine sequences. The collaborative and competitive nature of Social dynamics enhanced engagement by promoting peer interaction between CHWs or groups of CHWs. Through collaborative play, CHWs experienced peer learning, as they often shared strategies and explanations, reinforcing their understanding of the content and the process. Social experiences between CHWs made the game more memorable, contributing to better knowledge retention.

CHWs receive feedback for their actions in the game through bonus points for correct moves or penalties for wrong moves. A real-time feedback loop enables players to identify and correct misconceptions, leading to a practical learning experience. Positive reinforcement also supports retention since correct actions are associated with accomplishment.

9.3.3 Translating Content into Multiple Channels of Learning

The game's design translated content into multichannel learning to cater to different cognitive processes and learning styles. We created the integrated learning experience through game elements that are audio-visual, action-based, informational, and decision-making. Visual elements made a substantial impact on knowledge recall improvement. Color-coded cards and disease-specific information allowed players to identify vaccines and matching age groups at a glance. These visual cues create mental associations that allow for recall in the long term. Action elements in the game sped up learning by leveraging procedural memory. Card stacking or vaccine sequencing activities use physical actions that enable the steps of the immunization schedule to be committed to memory. Repeated physical interactions and recall help in the retention of information. The cards' content provided factual information, such as detailed explanations of the purpose and timing of each vaccine. Re-reviewing and re-reading these facts repeatedly reinforced verbal memory so the players could remember key information. Decision-making elements incorporated higher-order thinking into the learning process. Strategic decisions, such as which vaccines to hold on to to win the game, support the synthesis and application of the knowledge. This type of learning goes beyond recall to strengthen critical thinking and problem-solving skills.

Chapter 10

Limitations, Future Research, Summary and Conclusion

10.1 Limitations of the study

- **Hierarchical Settings:** The experiment was conducted in a formal institution environment of a healthcare centre. The job profiles of the CHW, the participants, or players of this experimental research are voluntary field functionaries or street-level bureaucracies. ASHAs and AWWs are cadres of CHWs of the state, under which they are obliged to act or function within the framework of the top-down bureaucracy.
- **Sample Size and Diversity:** The studies were conducted with relatively small sample sizes, limiting the generalizability of the findings. Future research should include larger, more diverse samples to validate the results across different regions and healthcare settings. Ensuring diversity in terms of geographical location, language, age, and educational background can help identify context-specific challenges and solutions.
- **Technological Literacy:** Some CHWs faced challenges with the use of digital and AR-

based games due to varying levels of technological literacy. Future interventions should include comprehensive training on the use of digital tools to ensure equitable access and participation. Additionally, user interfaces should be designed to be intuitive, culturally sensitive, and accessible to low-literacy users.

- **Retention Period:** While the studies assessed knowledge retention over a few months, longer follow-up periods are needed to evaluate the sustained impact of game-based interventions on CHWs' knowledge and performance. Longitudinal studies can provide deeper insights into how game-based learning influences long-term behavior changes and healthcare practices.
- **Cultural and Contextual Factors:** The studies were conducted in specific cultural and geographical contexts, which may influence the applicability of the findings to other settings. Future research should explore the adaptation of game-based interventions to different cultural and linguistic contexts. This will ensure that the interventions are relevant, engaging, and effective for diverse populations.

10.2 Future Research Avenues

Building on the findings and limitations of this dissertation, several avenues for future research open up:

- **Comparative Studies:** Future research should conduct large-scale comparative studies to evaluate the effectiveness of different game modalities across diverse populations and healthcare settings. Comparative research can help identify the specific conditions under which each game modality is most effective, guiding the development of targeted training programs.
- **Integration with Health Systems:** Research should explore the integration of game-based interventions with existing health information systems to enhance data collection, monitoring, and decision-making processes. For example, location-based games could be linked to national health databases to provide real-time updates on vaccination coverage and malnutrition rates.

- **Personalization and Adaptation:** Future interventions should focus on developing personalized learning pathways that adapt to the individual needs, preferences, and learning styles of CHWs. Adaptive learning technologies can use data analytics to offer customized content and feedback, ensuring that each learner progresses at their own pace.
- **Gamification of Additional Topics:** While this dissertation focused on immunization and data collection, future research should explore the gamification of other healthcare topics, such as maternal care, chronic disease management, and mental health. Expanding the scope of gamified learning can further enhance CHWs' competencies and improve the overall quality of healthcare services.
- **Behavioral and Motivational Factors:** Further research is needed to understand the behavioral and motivational factors that influence CHWs' engagement with game-based interventions. This will inform the design of more effective and user-centered learning experiences. Understanding intrinsic and extrinsic motivators can help create more meaningful and sustained engagement with learning activities.

10.3 Summary

This research compared the efficacy of gamified refresher training of CHWs in improving knowledge acquisition and retention by comparing the performance of CHWs, as well as nursing students, across physical and digital game formats, traditional classroom training, and control groups, in three phases, pre (before intervention), post (after intervention) and long-post (weeks after intervention). The study shows the significant effectiveness of game-based learning in different socio-cultural. Digital and physical card game interventions show significant improvements in knowledge acquisition and retention of CHWs, compared to the classroom training and control group (didn't receive training during the experiment, but later compensated), showing the effectiveness of gamified training tools across different CHW groups.

In this research, self-determination theory (SDT), flow theory, constructivist learning theory, and other gamification theories, helped in framing the relationship between game mechanics, learner engagement, and knowledge outcomes in CHWs. The findings of this research closely resembles, previous game-based researches that focus on autonomy, competence, re-

latedness, and immersion in creating meaningful and effective learning experiences. By combining theoretical reflections with empirical evidence, this research contributes to the growing body of literature on the role of games and gamification in education, particularly in resource-constrained environments.

In some cases, the absence of significant differences between physical and digital based card game formats indicates that the medium is less important than the quality of the learning experience. The acquired knowledge depreciates over time signifying the importance of continuous learning and periodic refresher training as reinforcement to ensure sustained knowledge retention.

10.4 Conclusions

This study contributes to the academic discourse on game-based learning through theoretical and practical insights by demonstrating that gamified interventions can be customized to diverse learner needs, educational levels, and social contexts to enhance motivation, engagement, and learning outcomes. These findings suggest that game-based tools can provide a scalable, cost-effective alternative to traditional training pedagogy. The study also contributes to theoretical discussions on the applicability of gamification in real-world learning scenarios, particularly in low-resource settings.

Future game based research should explore the intersection of game design, motivation, and learning outcomes in community healthcare and across domains such as environmental education, financial literacy, and public health campaigns. Emerging technologies such as augmented reality (AR), virtual reality (VR), and artificial intelligence (AI) might help enhance the personalization and interactivity of learning experiences of CHWs.

Future research should also explore the long-term impact of gamified learning on behavioral outcomes, service delivery, and societal change driven by CHWs. Game-based analytics should be used to create personalized learning pathways. Co-designing games with CHWs, their supervisors, and their trainers would bring more cultural relevance and inclusivity.

This research shows the transformative potential of game-based learning as a tool for em-

powerment and lifelong learning. By building on the foundations laid by this study, educators, policymakers, and researchers can harness gamification to create engaging, inclusive, and impactful learning environments for CHWs.

10.5 Personal Reflections

As a researcher with a Masters in Design (M.Des.) background, venturing into the domain of maternal and child healthcare, has been both challenging and rewarding at the same time. This interdisciplinary journey has led me to navigate through uncharted territories, from understanding the complexities of public healthcare content and systems to designing, developing, testing and evaluating gamified training solutions for Community Health Workers. Despite the challenges, the experience has been deeply satisfying, offering valuable insights into the potential of gamification in training of Community Health Worker. While this work, is still evolving, I believe that it has contributed meaningfully to the broader effort to improve maternal and child health outcomes in India.

In spite of the selfless efforts put in by the CHWs, they used to be rarely appreciated by the state and sometimes by the community. Recently, the WHO Director-General announced ASHAs of India as one of the six awardees of the Global Health Leaders Awards for their crucial role in linking the community with the health system and ensuring those living in rural poverty can access primary health care services in the crucial times of COVID-19 pandemic. The intention here is not to romanticize and idealize the lives and struggles of the ASHAs, but to highlight the immense amount of dedication they show towards their job in spite of often having physical fatigue and sometimes carrying emotional breakdowns as a woman and often as a mother.

Appendix A

Designing the Refresher Training Activity

A.1 Content for designing Refresher Training Activity

Conducting another Focused Group Discussion (FGD) among a group of AWWs and ASHAs, it was found that most CHWs lacked complete knowledge of the immunization schedule, growth monitoring chart, and other aspects of the Mother and Child Protection card (MCP card). The findings of other researchers from different parts of India were also similar to our (Bag and Datta, 2017). A study found that the issuing of MCP cards to pregnant mothers was strongly associated with partial immunization in children (Kizhatil et al., 2019). The child immunization table from the MCP card was chosen as content for the game. This schedule also follows the Indian Academics of Paediatrician (IAP) guidelines (Kasi and et.al., 2021). A reference to the immunization schedule is in Table A.1 in the Appendix.

Vaccine Name	Birth	$1\frac{1}{2}$ months	$2\frac{1}{2}$ months	$3\frac{1}{2}$ months	9 months	$1\frac{1}{2}-2$ years
BCG	✓					
Hepatitis B	✓					
OPV	✓	✓	✓	✓		✓
IPV		✓		✓		
Penta		✓	✓	✓		
PCV		✓		✓	✓	
Rota		✓	✓	✓		
MR					✓	✓
JE					✓	✓
DPT						✓

Table A.1: Child Immunization schedule

A.2 General and Specific Learning Objectives

Trainers usually or subconsciously have in mind the knowledge, skills, and attitudes they want their learners to achieve through the training course. Learning Objectives are the specifications of the sought outcomes of the training. They break the content into smaller modules with measurable or observable specific desired outcomes. The General Learning Objectives (GLOs) and the Specific Learning Objectives (SLOs) were brainstormed in a closed group and decided on. It was found that the contents mostly correspond to the cognitive domain (new knowledge creation) of learning objectives. Hence affective (developing feelings and emotions) and psychomotor (improving physical and manual abilities) domains are not relevant here. But, supportive layering of learning objectives could strive students to step into these domains.

The GLOs of the game are as follows:

Audience : Community Healthcare Workers

- The learner remembers the factual information like immunization schedule and medical supplementation for mother and child
- The learner becomes more aware of the consequences of their actions

The SLOs of the game are as follows:

Condition : They should be able to make the right decision in the gameplay scenario.

Degree : Depending on the number of right decisions taken (the more, the better)

Behavior :

- Memorize the sequence and dosage of immunizations and supplements required by a child from birth to adolescence.
- Memorize the sequence of medicines, immunizations, and checkups required for a pregnant mother.

A.3 Physical Card Play as a Learning Tool

Initial thoughts of game design were that the information about vaccines is displayed to players through blocks of information. Then the player has to make a decision based on the information and the current scenario. Out of many physical tokens and objects of play, card gameplay was chosen as the game artifact. The possibilities of playing through card games were explored. Physical card games are ubiquitous. The primary reasons for this are its cost-effectiveness and handling ease. A deck of cards can be played in numerous different ways just by altering the rules. Different groups of cards can be added to the existing deck to enable new ways of playing with it. Multiplayer card game researchers (Bochennek et al., 2007) have shown significant learning advantages through engagement and collaboration. However, published research papers on using card games for training community healthcare workers were sparse.

The core learning objective of the game is that the community health workers memorize the sequence and dosage of immunizations and supplements required by the child and mother. Initially, there were thoughts of modding the classic physical card games like Rummy, Solitaire, Bridge, Teen Patti, etc. It was easier to think along the lines of combining the rules and mechanics of a popular card game with educational content. However, in several instances of design iterations, the associated traditional rules of play restricted the fulfillment of our learning objectives. As a result, cherry-picking rules and mechanics were performed from several popular card games, which would address and fulfill the learning objectives of the ASHAs.

A.4 Designing the cards

The content can be categorized into 4 silos depending on the time of delivering the care to the stakeholders. 4 silos of cards were made each symbolizing an immunization, medicine supplement or a care activity or event. They are categorized as follows: Children below 1yr (n=22), Children above 1yr (n=15), ANC (n=14) and PNC (n=9) combined to form a deck of 60 cards. The deck of card design is displayed through Figures : C.1, C.2, C.3, C.4 and C.5 in the Appendix section.

These playing cards are made the size of a standard playing card or credit card (5.5 X 8.5 cm), made of card paper (200 GSM), and have printed information and graphics on them.

A.5 Combination of cards

These 60 playing cards can be equally divided between 2, 3, 4, 5, or 6 players creating multi-player team combinations. The most common of them is a 4-player match. Theoretically, all the 60 cards could be arranged in a total of $60!$ ways. But for each of those arrangements, there are many duplicate arrangements in which cards 1 to 15 are the same but in a different order. Similarly for cards 16 to 30, and so on. For each group of 15, there are $15!$ ways to rearrange them and not change the cards in each player's hands. That's why four factors of $15!$ would be in the denominator considering a 4-player round. The mathematical expression of the number of permutations possible for each player's hand considering 4 player round is as follows: $60! / (15! \times 15! \times 15! \times 15!)$ or simplified $\frac{60!}{(15!)^4}$. Google Sheet Expression =FACT(60)/POWER(FACT(15),4) which calculates to an astronomical value of 2,845,616,726,065,970,000,000,000,000,000,000

A.6 Designing Challenges, Mechanics and Rules of Play

In the process of game design, after brainstorming the basic game idea of stacking cards as per schedule, we focused on methods to translate content elements of immunization into game ele-

ments. We can call this as translation phase. This helped towards achieving endogenousness in design, where game mechanics and resources emerged directly from the immunization content itself.

We started with reimagining content elements as game elements. In the designed game, the immunization content was represented by the vaccines, which act as resources in the game. Each vaccine (such as polio, measles, or tetanus) becomes a game resource that players must acquire and administer at the correct time, simulating the real-world immunization schedule.

The designed game involved players stacking "vaccine cards" in chronological order based on when each vaccine needs to be administered according to a child's age. Players would have to strategically decide which vaccines to prioritize, mirroring real-world challenges faced by CHWs in ensuring timely immunizations. These vaccine cards were color-coded or labeled to correspond to specific diseases, time of intervention (in months), and players received points or rewards for correctly stacking the cards in line with a virtual child's immunization needs.

Our strategy of choosing Game Mechanics, firstly involved identifying player actions that can be performed with the game's resources, while the other strategy mapped established mechanics onto content elements. By linking well-known mechanics with content-derived resources on immunization, we tried to develop a system that feels more naturally connected to immunization or the game's subject matter.

We also focused on opposition mechanics or obstructions or opposing forces within the content of immunization. In the moderately advanced level of the game, the mechanics were included in the form of unforeseen challenges like a vaccine shortage, requiring players to trade or manage limited resources, or a simulated disease outbreak that necessitates quick decision-making to administer booster shots. This created dynamic decision-making and action elements that reflect the content of immunization, transforming real-world health information into an engaging and educational game format. Challenges often arise when opposition mechanics are not apparent in the content, leading to exogenous mechanics. However, these challenges can also inspire creative solutions and novel opposition mechanics.

Endogenous design arises when resources or mechanics are organically derived from the content. However, when we were unable to synthesize mechanics or resources directly from content, we resorted to exogenous mechanics, using designs like races or other standard sys-

tems. These choices might lead to a more disjointed relationship between content and gameplay.

Once a core or opposition mechanic (blocking cards to restrict completing the sequence) has been identified, we followed the Mechanics-Dynamics-Aesthetics (MDA) framework by (Fabricatore Carlo, 2007). The translation of content to game elements, particularly through mechanics and resources, steered whether the design remains endogenous or shifts towards exogenous approaches.

In game-based learning, effective translation of content into game elements enables the delivery of learning through a variety of channels. These include visual elements (4 foundation layout demonstrating 4 silos of mother and child care mainly focusing on immunization), action elements (game mechanics like stacking of cards and ordering), information elements (Card details like name of immunization and time of intervention), and decision elements (player choices during the gameplay). Each of these elements contributes to how players interact with the game, allowing learning to emerge organically from engagement with the game system.

However, knowledge acquisition through game based learning presents significant challenges, especially when introducing novel concepts. Research, including our previous studies (Majhi et al., 2021, 2022, 2024c,a,b), shows that activating prior knowledge is meaningful and sometimes easier rather than facilitating the acquisition of new knowledge. Designing games for novel knowledge is particularly difficult in complex subjects like immunization concepts.

Thus, while games can be highly effective for knowledge reinforcement and application, they are less frequently successful in facilitating the acquisition of entirely new knowledge, particularly in cases where the content is abstract or requires sensory engagement for full comprehension. However in our designed game we restricted our content to only factual information, and learning through simple game mechanics was an appropriate choice.

A.7 Rules of Play

- Before starting the game, the players need to get the deck of 60 cards, shuffle it well, and distribute it equally to 4 players, 15 cards each.
- Then at each player's turn, they need to put a card of one silo onto the placeholder of the

same silo on the board.

- The cards are numbered in order of the months and year. If there are multiple immunizations/cards in an age group, they are numbered $2^1/5$, $2^2/5$, $2^3/5$... and so on. This acts as a cue for the players to know how many more cards are left to complete the current sequence so that they don't miss a card and jump to the next month or sequence.
- If a player successfully places a card in the placeholder silo, the player gets 2 more chances or play rounds as a bonus.
- If there is no possibility of cards being placed or 2 bonus rounds are complete, then the turn goes to the next/following player.
- After one age group is completed, the following players, in their turn, can place cards in one age group upper than the upper set or lower than the lower set on the board.
- The rounds of play continue until all cards are exhausted from a player's hand. The first player to exhaust the holding cards wins the round and is awarded the first rank, followed by the next players until all cards are exhausted by all players.

A.8 Limitations of playing with physical cards

Physical cards have limitations as follows:

- The rules of the play need to be followed in order to achieve the intended learning. However, players need to constantly monitor the activities in order to catch deviations from the rules. This problem can be solved digitally through rules written in the form of algorithms. Every wrong move would be announced through voice cues.
- In India, there are 22 official languages. Different groups have different number literacy levels. Some are comfortable with the script of Devnagri numbers or regional ones, while some are with English numbers. Making customized decks cater to each group won't be scalable.
- The content or the knowledge to be delivered changes with new findings in medical science, which needs to be implemented over the state or country. This translates to adding

new cards or scraping off the distributed cards, printing and resupplying new decks to all ASHAs, which is not a scalable solution.

- Mundane chores of play, like shuffling cards, equally distributing cards between the number of players, and packing them up, take up a lot of time for players to do it manually by hand. These can be done digitally in almost no time. It can also be done in an animated sequence to mimic the physical action sequence of shuffling, distributing, and packing up, which are very satisfying to watch in an interface.

A.9 Designing an app-based interface of the same activity

In the digital app, there are 4 foundations on the top which represent 4 silos. The players click on the desired card to pick it and click on the empty foundation to drop it. If there are multiple cards to that sequence (like $2^1/5$, $2^2/5$, $2^3/5\dots$), the cards keep stacking over. As soon as the sequence is complete they collapse into the foundation. It opens up the possibility to stack cards over or under, the bigger and smaller cards in sequence respectively. A reference to the app's User Interface is shown in Figure D.1 in the Appendix section.

A.10 Multiplayer Playing Variation

During previous field studies, it was observed that more than half of the ASHAs had access to smartphones but did not own them. Usually, their husbands own it and share it with their wives, the ASHA. The resource constraints of owning a phone individually could be potentially solved if one smartphone could be used by 4 players, turn by turn while 4 players can physically arrange them sitting in a circle. A pass button in the User Interface to skip the turn to the next player was introduced. After each player plays her move in her turn and ends successfully stacking a card, the next player gets the turn. But if there are no moves possible then, the player can click on the Pass button to pass the turn to the next player. The player after completing her turn, orients the phone by turning it towards the next player for her turn to play. Also, an assistive voice would be played announcing the current player's name, to reduce the confusion

of which player's turn is it currently.

During previous field studies, it was also observed that the Community Healthcare Workers are comparatively busy during their daytime serving the community, going door to door. It becomes hard for them to manage time to physically get together, sit in a circle, and play the game either digitally or physically. A multiplayer remotely connected play would potentially solve this problem. In this case, one of the players creates a server generally called a "Room" having a meaningful name representing the team. The rest of the players connect to that room and the creator of the room starts the game. Similar mechanics are followed. The players get an opportunity to put cards in their turn. When the turn is passed, the moves get frozen until the turn comes all over again completing all the other players.

During trials, with remotely connected players we observed that there were a lot of misunderstandings due to the lack of communication between players. They felt frustrated if they couldn't perform a task due to the restrictions enforced by the rules of play, for example when the turn was missed or couldn't place a card in their turn, etc. So we introduced audio communication similar to a radio which broadcasts audio of one player to all other players connected in the room or with the other player forming a group with the player. We observed peer learning happening through the discussions between the players while explaining the rules to one another and in general team conversations.

Following the same game mechanics, rules, and deck of cards, two variations of the Android game app were developed. The gameplay analytics of each player were saved offline and asynchronously stored in an online database whenever the internet would be available, for further analysis. ASHAs having an active data connection would update the scores instantly. It was observed that a number of ASHAs didn't have an active data pack in their smartphone. For them, there would be asynchronous syncing multiple times within a week, whenever she would come to the state institution for reporting and would connect her smartphone to the Wi-Fi network of the institution (which is usually available).

Appendix B

Survey Questionnaire

मैं अपनी हस्ताक्षर के माध्यम से
स्वीकार करती हूं कि इस शोध
अध्ययन में मेरी भागीदारी
स्वैच्छिक है। मैं इस तथ्य से
अवगत हूं कि एकत्र की गई
व्यक्तिगत जानकारी का उपयोग
केवल शैक्षिक उपयोग के लिए
किया जाएगा।

_____ / _____ / २०२२
हस्ताक्षर **तिथि**

नीचे दी हुई जगह पर अपना पूरा नाम लिखिए :

अपनी उम्र लिखिए : _____ साल

आपकी स्कूली शिक्षा कौनसी श्रेणी तक हुई है :
 ८ वि ९ वि १० वि ११ वी
 १२ वि ग्रेजुएट पोस्ट-ग्रेजुएट

आप कितने वर्षों से आशा कार्यकर्ता हैं :

_____ साल

कृपया निम्नलिखित प्रश्नों के उत्तर
खाली बक्सों में निशान लगाकर दीजिये ।
प्रत्येक प्रश्न का केवल एक ही सही उत्तर है ।

१. ओ पी वी - बूस्टर शिशु को किस आयु मैं दिया जाता है ?

- १ महीने १ १/२ साल
 २ साल ३ १/२ साल

२. पेंटावैलेट - १ टीका शिशु को किस आयु मैं दिया जाता है ?

- १ १/२ महीने २ १/२ महीने
 ३ १/२ महीने ९ महीने

३. एम आर - १ (खसरे का पहला टीका) शिशु को किस आयु मैं दिया जाता है ?

- १ महीने १ १/२ साल
 २ साल ३ १/२ साल

४. पहला डीपीटी बूस्टर शिशु को किस आयु मैं दिया जाता है ?

- १ महीने १ १/२ साल
 २ साल ३ १/२ साल

५. दूसरा डीपीटी बूस्टर शिशु को किस आयु मैं दिया जाता है ?

- १ महीने १ १/२ साल
 ५-६ साल ३ १/२ साल

६. टी टी / टी डी (टेटनेस / डिष्टोरिया) का पहला टीका शिशु को कौनसी आयु मैं दिया जाता है ?

- १० साल १६ साल
 ६ साल ५ साल

७. टी टी / टी डी (टेटनेस / डिष्टोरिया) का दूसरा टीका शिशु को कौनसी आयु मैं दिया जाता है ?

- १० साल १६ साल
 ६ साल ५ साल

८. पेंटावैलेट - २ टीका शिशु को किस आयु मैं दिया जाता है ?

- १ १/२ महीने २ १/२ महीने
 ३ १/२ महीने ९ महीने

Figure B.1: Questionnaire Page-1

१. विटामिन ए सबसे पहले बच्चों को कब दिया जाता है?

१ महीने १ १/२ साल

२ साल ३ १/२ साल

२०. विटामिन ए दूसरी बार बच्चों को कब दिया जाता है?

१ महीने १ १/२ साल

२ साल ३ १/२ साल

२१. दूसरी बार के बाद विटामिन ए बच्चों को किस अंतराल में दिया जाता है?

३ महीने ४ महीने

५ महीने ६ महीने

२२. एम आर - २ (खसरे का दूसरा टीका) शिशु को कब दिया जाता है?

१ महीने १ १/२ साल

२ साल ३ १/२ साल

२३. जे ई - १ (जापानीज इन्सेफेलाइटिस) का पहला टीका शिशु को कब दिया जाता है?

१ महीने १ १/२ साल

२ साल ३ १/२ साल

२४. जे ई - २ (जापानीज इन्सेफेलाइटिस) का दूसरा टीका शिशु को कब दिया जाता है?

१ महीने १ १/२ साल

२ साल ३ १/२ साल

२५. पी सी वी - १ (न्यूमोकोकल कंजुगेट) का पहला टीका शिशु को कब दिया जाता है?

१ १/२ महीने २ १/२ महीने

३ १/२ महीने १ महीने

२६. पी सी वी - २ (न्यूमोकोकल कंजुगेट) का दूसरा टीका शिशु को कब दिया जाता है?

१ १/२ महीने २ १/२ महीने

३ १/२ महीने १ महीने

२७. पी सी वी - बूस्टर शिशु को कब दिया जाता है?

१ १/२ महीने २ १/२ महीने

३ १/२ महीने १ महीने

२८. पेंटावैलेट - ३ टीका शिशु को किस आयु में दिया जाता है?

१ १/२ महीने २ १/२ महीने

३ १/२ महीने १ महीने

२९. हेपेटाईटिस बी टीका शिशु को कब दिया जाता है?

जन्म १ १/२ महीने

२ महीने ३ १/२ महीने

३०. रोटा - १ (रोटावायरस) का पहला टीका शिशु को कब दिया जाता है?

जन्म १ १/२ महीने

२ महीने ३ १/२ महीने

३१. बी सी जी का टीका शिशु को कब दिया जाता है?

जन्म १ १/२ महीने

२ महीने ३ १/२ महीने

३२. रोटा - २ (रोटावायरस) का दूसरा टीका शिशु को कब दिया जाता है?

जन्म १ १/२ महीने

२ महीने ३ १/२ महीने

३३. ओ पी वी - ० (ओरल पोलियो वैक्सीन) का पहला टीका शिशु को कब दिया जाता है?

जन्म १ १/२ महीने

२ महीने ३ १/२ महीने

३४. रोटा - ३ (रोटावायरस) का तीसरा टीका शिशु को कब दिया जाता है?

जन्म १ १/२ महीने

२ महीने ३ १/२ महीने

३५. जन्म के तुरंत बाद शिशु को क्या दिया जाना चाहिए?

कोलोस्ट्रम ओ पी वी - ०

हेपेटाईटिस बी बी सी जी का टीका

Figure B.2: Questionnaire Page-2

<p>२६. ओ पी वी - १ (ओरल पोलियो वैक्सीन) का दूसरा टीका शिशु को कब दिया जाता है?</p> <p><input type="checkbox"/> जन्म <input type="checkbox"/> १ १/२ महीने</p> <p><input type="checkbox"/> २ महीने <input type="checkbox"/> ३ १/२ महीने</p>	<p>३४. किस प्रसवपूर्व देखभाल पर गर्भवती माँ को टी टी - २ (टिटेस टॉक्साइड) का दूसरा इंजेक्शन दिया जाता है ?</p> <p><input type="checkbox"/> पहला <input type="checkbox"/> दूसरा</p> <p><input type="checkbox"/> तीसरा <input type="checkbox"/> चौथा</p>
<p>२७. आई पी वी - १ (इनएक्टिवेटेड पोलियो वैक्सीन) का पहला टीका शिशु को कब दिया जाता है?</p> <p><input type="checkbox"/> जन्म <input type="checkbox"/> १ १/२ महीने</p> <p><input type="checkbox"/> २ महीने <input type="checkbox"/> ३ १/२ महीने</p>	<p>३५. टीटी बूस्टर उन गर्भवती माताओं को दी जाती है जिन्होने पिछले कितनी सालों में टीटी के २ टीके लगवा चुकी है ?</p> <p><input type="checkbox"/> १ <input type="checkbox"/> २</p> <p><input type="checkbox"/> ३ <input type="checkbox"/> ४</p>
<p>२८. ओ पी वी - २ (ओरल पोलियो वैक्सीन) का दूसरा टीका शिशु को कब दिया जाता है?</p> <p><input type="checkbox"/> जन्म <input type="checkbox"/> १ १/२ महीने</p> <p><input type="checkbox"/> २ महीने <input type="checkbox"/> ३ १/२ महीने</p>	<p>३६. किस प्रसवपूर्व देखभाल पर गर्भवती माँ को आयरन फोलिक एसिड (आई एफ ए) की गोलियां सेवन चालू करनी चाहिए ?</p> <p><input type="checkbox"/> पहला <input type="checkbox"/> दूसरा</p> <p><input type="checkbox"/> तीसरा <input type="checkbox"/> चौथा</p>
<p>२९. पेंटावैलेंट - २ टीका शिशु को किस आयु मैं दिया जाता है?</p> <p><input type="checkbox"/> १ महीने <input type="checkbox"/> १ १/२ साल</p> <p><input type="checkbox"/> २ साल <input type="checkbox"/> ३ १/२ साल</p>	<p>३७. गर्भवती महिलाओं को कौन सी कृमिनाशक गोली दी जाती है ?</p> <p><input type="checkbox"/> कैल्शियम <input type="checkbox"/> एल्बेंडाजोल</p> <p><input type="checkbox"/> आई एफ ए <input type="checkbox"/> विटामिन डी</p>
<p>३०. ओ पी वी - ३ (ओरल पोलियो वैक्सीन) का दूसरा टीका शिशु को कब दिया जाता है?</p> <p><input type="checkbox"/> जन्म <input type="checkbox"/> १ १/२ महीने</p> <p><input type="checkbox"/> २ महीने <input type="checkbox"/> ३ १/२ महीने</p>	<p>३८. आई एफ ए गोलि के साथ किस गोलि का सेवन नहीं करना चाहिए ?</p> <p><input type="checkbox"/> कैल्शियम <input type="checkbox"/> एल्बेंडाजोल</p> <p><input type="checkbox"/> आई एफ ए <input type="checkbox"/> विटामिन डी</p>
<p>३१. आई पी वी - २ (इनएक्टिवेटेड पोलियो वैक्सीन) का पहला टीका शिशु को कब दिया जाता है?</p> <p><input type="checkbox"/> जन्म <input type="checkbox"/> १ १/२ महीने</p> <p><input type="checkbox"/> २ महीने <input type="checkbox"/> ३ १/२ महीने</p>	<p>३९. सिफलिस टेस्ट और एचआईवी टेस्ट किस प्रसवपूर्व देखभाल पर गर्भवती माँ को करवाना चाहिए ?</p> <p><input type="checkbox"/> पहला <input type="checkbox"/> दूसरा</p> <p><input type="checkbox"/> तीसरा <input type="checkbox"/> चौथा</p>
<p>३२. एक गर्भवती माँ को अपनी पूरी गर्भावस्था में कितने न्यूनतम प्रसवपूर्व देखभाल सत्रों की आवश्यकता होती है ?</p> <p><input type="checkbox"/> १ <input type="checkbox"/> २</p> <p><input type="checkbox"/> ३ <input type="checkbox"/> ४</p>	<p>४०. पहला प्रसव पश्चात देखभाल कितने घंटों के भीतर करना चाहिए?</p> <p><input type="checkbox"/> ४ <input type="checkbox"/> ६</p> <p><input type="checkbox"/> १२ <input type="checkbox"/> २४</p>
<p>३३. किस प्रसवपूर्व देखभाल पर गर्भवती माँ को टी टी - १ (टिटेस टॉक्साइड) का पहला इंजेक्शन दिया जाता है ?</p> <p><input type="checkbox"/> पहला <input type="checkbox"/> दूसरा</p> <p><input type="checkbox"/> तीसरा <input type="checkbox"/> चौथा</p>	

Figure B.3: Questionnaire Page-3

	A Sl	B English	C IndiaTyping	D Google	E Corrected Human	F Reverse Translated
2	1 I felt content	मला समाधान वाटले	मला समाधी वाटली	मला समाधान वाटले	I was satisfied	
3	2 I felt skillful	मला कुशल वाटले	मला कुशल वाटले	मला कुशल वाटले	I felt very skilled because of the game	
4	3 I was interested in the game's story	मला खेलाच्या कंतेत रस होता	मला खेळाच्या कंतेत रस होता	या खेळामधील गाई सरी मी उत्सुक होते	I was looking forward to the things in this game	
5	4 I thought it was fun	मला वाटले गंतव आहे	मला वाटले की ते गंतव आहे	मला हा खेळ गंतव वाटली	I had this game of fun	
6	5 I was fully occupied with the game	मी खेळत पूणेणे गुंतले होते	मी खेळाने पूणेणे तात्पात खेत होते	मी खेळमध्ये पूणे देण्या झालेले	I was full of timber in the game	
7	6 I felt happy	मला आनंद वाटले	मला आनंद वाटला	मला आनंद वाटला	I was happy	
8	7 It gave me a bad mood	मला वाईट मूड दिला	यामुळे मला एक वाईट मूड दिला	याच्यामुळे मला वाईट अनुभव आला	I had a bad experience because of this	
9	8 I thought about other things	मी इतर गोषीचा विचार केला	मी इतर गोषीचा विचार केला	मी खेळताना दुसऱ्या गोषीचा विचार करत होते	I was thinking of other things while playing	
10	9 I found it tiresome	मला ते कंठाळवाणी वाटले	मला ते कंठाळवाणी वाटले	मला हा खेळ वाटला	I found this game tiring	
11	10 I felt competent	मला सक्षम वाटले	मला सक्षम वाटले	मला सक्षम असत्यासारख वाटले	I felt like I was able to	
12	11 I thought it was hard	मला वाटले ते कठीण आहे	मला वाटले ते कठीण आहे	मला वाटले ते कठीण आहे	I thought it was hard	
13	12 It was aesthetically pleasing	ते सोंदरविन सुखावाणरे होते	हे सोंदर्यामकहृष्टा आनंदाद्यक होते	खेळ दिसायला सुंदर आणि आकर्षक होता	The game was pretty and attractive to see	
14	13 I forgot everything around me	मी माझा आजगाहाजून सर्व काही विसरले	मी माझ्या सभीवालेच सर्व काही विसरले	मी सागर विसरून खेळत आकंठ बुडाते	I forgot all about the game	
15	14 I felt good	मला वर वाटले	मला वर वाटले	मला ठाण वाटले	I would like to feel nice	
16	15 I was good at it	मी त्यात चांगला होतो	मी त्यात चांगला होतो	मला खेळात गर्ती होती	I had a speed in the game	
17	16 I felt bored	मला कंठाळा आला	मला कंठाळा आला	मला कंठाळा आला	I got bored	
18	17 I felt successful	मला वरशी वाटले	मला वरशी वाटले	मला वरशी वाटले	I felt successful	
19	18 I felt imaginative	मला कल्पनाच्या वाटले	मला काल्पनिक वाटले	मझ्या कल्पनाशक्ती ला चालना मिळाली	My imagination got a walk	
20	19 I felt that I could explore things	मला वाटले की मी गोषी शोधू शकतो	मला वाटले की मी गोषी शोधू शकतो	मला असा वाटले की मी पाण गोषी शिकू शकते	I think I can learn things but	
21	20 I enjoyed it	मला जाण आली	मी त्याचा आनंद घेतला	मी इंजीय केला	I did the enjoy	
22	21 I was fast at reaching the game's targets	मी खेळाचे लक्ष्य गाठण्यात जलद होते	मी खेळाचे लक्ष्य गाठण्यात वेगवान होते	मी खेपे वेगाने एक कोटी टप्पा पार करत होते	I was crossing a key phase very fast	
23	22 I felt annoyed	मला चीड वाटली	मला दवाव वाटला	मला दबाव जाणवता	I feel very annoying	
24	23 I felt pressurised	मला दवापा जाणवले	मला दवापा वाटला	मला दबाव जाणवता	I feel the pressure	
25	24 I felt irritable	मला चिडवित वाटली	मला चिडवित वाटले	खेळताना गाझी चिडवित झाली	I got irritated while playing	
26	25 I lost track of time	मी वेळेचा नाहीता गमवतला	मी वेळेचा नाहीता गमवतला	मी वेळेचा नाहीता भान विसरले	I forgot about the idea of time while playing	
27	26 I felt challenged	मला आदान वाटले	मला आदान वाटले	मला खेळ आदानामध्यक वाटला	I found the game challenging	
28	27 I found it impressive	मला ते प्रभासी वाटले	मला ते प्रभासी वाटले	मला खेळ आकर्षक वाटला	I found the game attractive	
29	28 I was deeply concentrated in the game	मी खेळत मनापासून एकग्र होतो	मी गेममध्ये खोलर लक्ष केंद्रित केले होते	मी खेळ खेळताना सुपू एकग्र झालेले	I	
30	29 I felt frustrated	मला वाटले	मी निराश वाटले	मला खुप निराश वाटले	I felt very frustrated	
31	30 It felt like a rich experience	एक समृद्ध अभ्यास वाटला	हा एक समृद्ध अभ्यास वाटला	हा खुप आलोदाराक अनुभव होता	It was a very pleasant experience	
32	31 I lost connection with the outside world	माझा वाहेरच्या जगाशी संपर्क तुटला	मी वाहेरच्या जगाशी संवेद्य गमवतला	मी वाकीच्या जगाचा भान विसरले	I forgot about the rest of the world	
33	32 I felt time pressure	मला वेळेचे दवाव जाणवला	मला वेळे दवाव वाटला	मला वेळे दवाव वाटला	I felt the pressure to complete in time	
34	33 I had to put a lot of effort into it	त्यासाठी मला खूप मेहनत घावी लागली	मला त्यात खैर प्रयत्न करावे लागले	मला खूप मेहनत घावी लागली	I had to work a lot of hard work	
35						
36	34 not at all	अंजिबात नाही	अंजिबात नाही	अंजिबात नाही	Not at all	
37	35 slightly	किंचित	किंचित	किंचित प्रमाणात	Quantitatively	
38	36 moderately	माफक प्रमाणात	माफक प्रमाणात	मध्यम प्रमाणात	To a moderate amount	
39	37 fairly	प्रामाणिकपणे	प्रामाणिकपणे	चांगल्या प्रमाणात	Well	
40	38 extremely	अलंगत	अलंगत	खूप जास्त	Too much	

Figure B.4: GEQ Translation Processs

Appendix C

The designed deck of cards

1	कोलोस्ट्रम	बच्चे का जन्म	ओ पी वी - 0	हेपेटाईटिस बी
NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY
ન્યૂ ટ્રાફ ટ્રેક	ન્યૂ ટ્રાફ ટ્રેક	ન્યૂ ટ્રાફ ટ્રેક	ન્યૂ ટ્રાફ ટ્રેક	ન્યૂ ટ્રાફ ટ્રેક
ન્યૂલાઇફ	ન્યૂલાઇફ	ન્યૂલાઇફ	ન્યૂલાઇફ	ન્યૂલાઇફ
1	1	1	0	1
1	बी सी जी का टीका	ओ पी वी - 1	पेंटावैलेंट - 1 टीका	रोटा - 1
NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY
ન્યૂ ટ્રાફ ટ્રેક	ન્યૂ ટ્રાફ ટ્રેક	ન્યૂ ટ્રાફ ટ્રેક	ન્યૂ ટ્રાફ ટ્રેક	ન્યૂ ટ્રાફ ટ્રેક
1	1	1	1	1
2	आई पी वी - 1	1½ महीने	1½ महीने	1½ महीने
NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY
ન્યૂ ટ્રાફ ટ્રેક	ન્યૂ ટ્રાફ ટ્રેક	ન્યૂ ટ્રાફ ટ્રેક	ન્યૂ ટ્રાફ ટ્રેક	ન્યૂ ટ્રાફ ટ્રેક
1	1	1	1	1
2	पेंटावैलेंट - 1 टीका	2½ महीने	2½ महीने	2½ महीने
NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY
ન્યૂ ટ્રાફ ટ્રેક	ન્યૂ ટ્રાફ ટ્રેક	ન્યૂ ટ્રાફ ટ્રેક	ન્યૂ ટ્રાફ ટ્રેક	ન્યૂ ટ્રાફ ટ્રેક
1	1	1	1	1
2	पी सी वी - 1	1½ महीने	2½ महीने	2½ महीने
न्यूमोकोकल कंजुगेट टीका	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY
1½ महीने	1½ महीने	2½ महीने	2½ महीने	2½ महीने
1	1	1	1	1
2	आई पी वी - 1	1½ महीने	2½ महीने	2½ महीने
इनएक्टिवेटेड पोलियो वैक्सीन	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY
1½ महीने	1½ महीने	2½ महीने	2½ महीने	2½ महीने
1	1	1	1	1
3	ओ पी वी - 2	2½ महीने	पेंटावैलेंट - 2 टीका	रोटा - 2
ओरल पोलियो वैक्सीन	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY
2½ महीने	2½ महीने	2½ महीने	2½ महीने	2½ महीने
2	2	2	2	2
3	रोटा - 2	3½ महीने	3½ महीने	3½ महीने
रोटावायरस का टीका	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY
2½ महीने	3½ महीने	3½ महीने	3½ महीने	3½ महीने
2	2	2	2	2
4	ओ पी वी - 3	3½ महीने	पेंटावैलेंट - 3 टीका	रोटा - 3
ओरल पोलियो वैक्सीन	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY
3½ महीने	3½ महीने	3½ महीने	3½ महीने	3½ महीने
3	3	3	3	3
4	पेंटावैलेंट - 3 टीका	4½ महीने	4½ महीने	4½ महीने
NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY
4½ महीने	4½ महीने	4½ महीने	4½ महीने	4½ महीने
3	3	3	3	3
4	रोटा - 3	5½ महीने	5½ महीने	5½ महीने
रोटावायरस का टीका	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY	NUTRITION GROUP IIT BOMBAY
5½ महीने	5½ महीने	5½ महीने	5½ महीने	5½ महीने
3	3	3	3	3

Figure C.1: Immunization cards for children below 1 year (continued on next page)

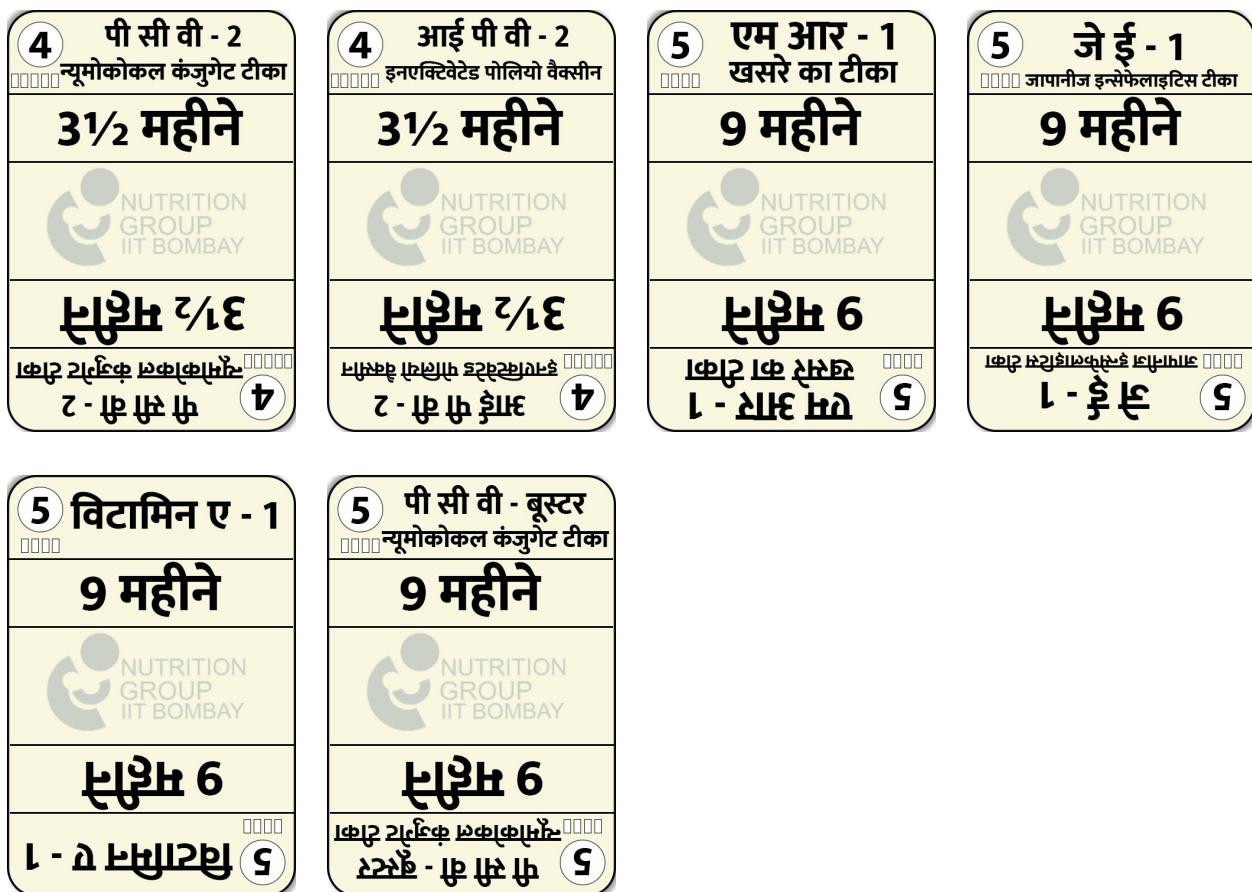


Figure C.2: Immunization cards for children below 1 year (continued from previous page)

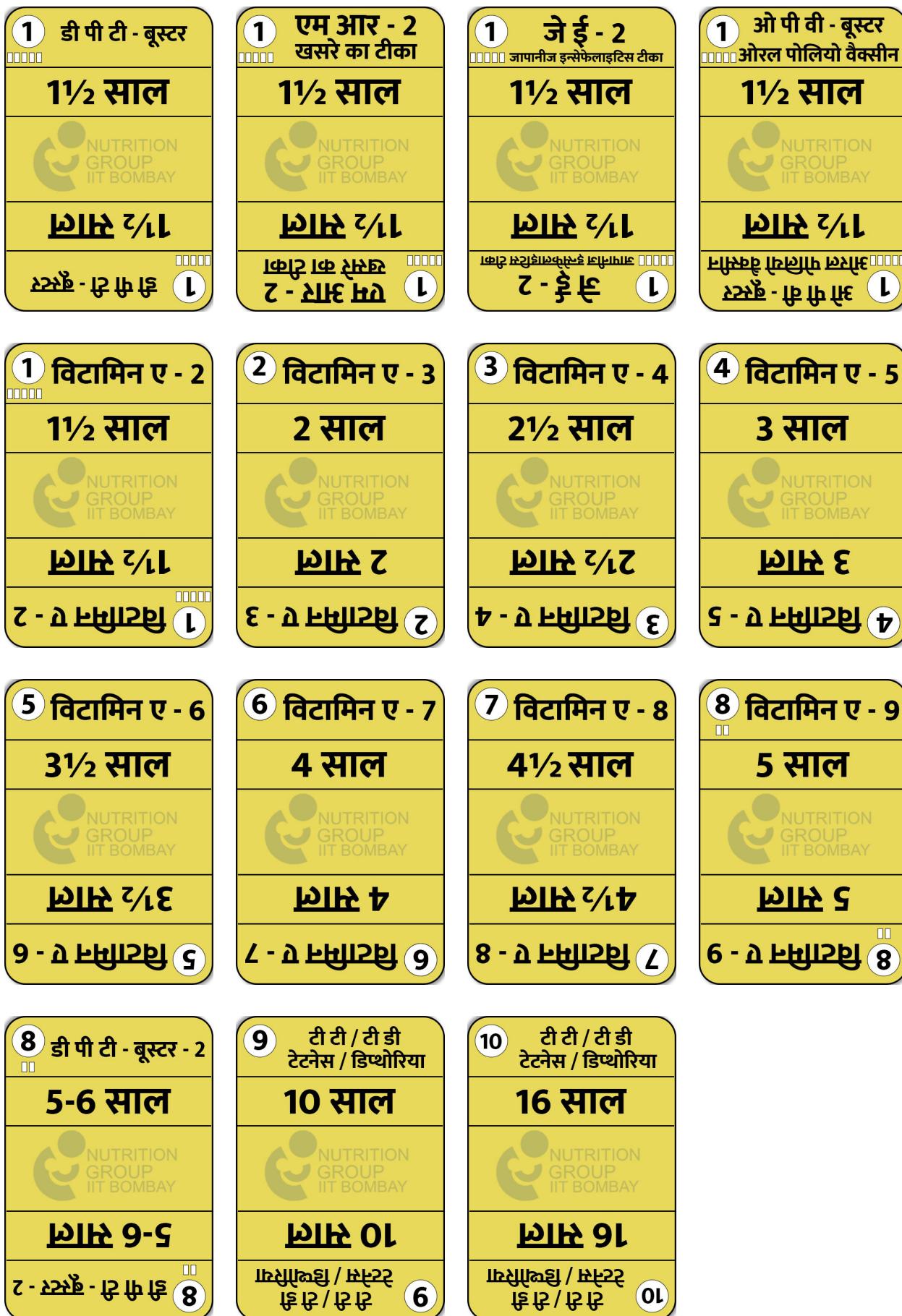


Figure C.3: Immunization cards for children above 1 year

<p>1 पिछले मासिक धर्म की अवधि</p> <p>NUTRITION GROUP IIT BOMBAY</p> <p>ପ୍ରାଣୀ ଶୁଦ୍ଧି କରନ୍ତୁ ଆହୁତି କରନ୍ତୁ</p> <p>1</p>	<p>2 मातृ एवं शिशु सुरक्षा (एम सी पी) कार्ड बनाएं</p> <p>NUTRITION GROUP IIT BOMBAY</p> <p>ପଂଜୀକରଣ</p> <p>2</p>	<p>2 ଟୀ ଟୀ - 1 ଟିଟିଏସ ଟାଙ୍କସାଇଡ</p> <p>NUTRITION GROUP IIT BOMBAY</p> <p>ପଂଜୀକରଣ</p> <p>2</p>	<p>3 ପ୍ରସବପୂର୍ବ ଦେଖଭାଲ - 1</p> <p>3 ମହୀନେ ଯା 12 ସପ୍ତାହ କେ ଭୀତର</p> <p>NUTRITION GROUP IIT BOMBAY</p> <p>ପ୍ରାଣୀ ଶୁଦ୍ଧି କରନ୍ତୁ ଆହୁତି କରନ୍ତୁ</p> <p>3</p>
<p>3 ସିଫଲିସ ପରୀକ୍ଷଣ</p> <p>ପ୍ରସବପୂର୍ବ ଦେଖଭାଲ - 1 କେ ଦୌରାନ</p> <p>NUTRITION GROUP IIT BOMBAY</p> <p>ପ୍ରାଣୀ ଶୁଦ୍ଧି କରନ୍ତୁ ଆହୁତି କରନ୍ତୁ</p> <p>3</p>	<p>3 ଏଚ ଆଇ ଵି ପରୀକ୍ଷଣ</p> <p>ପ୍ରସବପୂର୍ବ ଦେଖଭାଲ - 1 କେ ଦୌରାନ</p> <p>NUTRITION GROUP IIT BOMBAY</p> <p>ପ୍ରାଣୀ ଶୁଦ୍ଧି କରନ୍ତୁ ଆହୁତି କରନ୍ତୁ</p> <p>3</p>	<p>4 ଟୀ ଟୀ - 2 ଟିଟିଏସ ଟାଙ୍କସାଇଡ</p> <p>ଟୀ ଟୀ - 1 କେ 1 ମହୀନା ବାଦ</p> <p>NUTRITION GROUP IIT BOMBAY</p> <p>ପ୍ରାଣୀ ଶୁଦ୍ଧି କରନ୍ତୁ ଆହୁତି କରନ୍ତୁ</p> <p>4</p>	<p>4 ଟୀ ଟୀ - ବୁସ୍ଟର ଟିଟିଏସ ଟାଙ୍କସାଇଡ</p> <p>ପିଛଲେ 3 ବର୍ଷ ମେ ଟୀଟୀ କେ 2 ଟୀକେ ଲଗବା ଚୁକୀ ହେ</p> <p>NUTRITION GROUP IIT BOMBAY</p> <p>ପ୍ରାଣୀ ଶୁଦ୍ଧି କରନ୍ତୁ ଆହୁତି କରନ୍ତୁ</p> <p>4</p>
<p>5 ପ୍ରସବପୂର୍ବ ଦେଖଭାଲ - 2</p> <p>3-6½ ମହୀନେ ଯା 14-26 ସପ୍ତାହ</p> <p>NUTRITION GROUP IIT BOMBAY</p> <p>ପ୍ରାଣୀ ଶୁଦ୍ଧି କରନ୍ତୁ ଆହୁତି କରନ୍ତୁ</p> <p>5</p>	<p>5 ଆୟରନ ଫୋଲିକ ଏସିଡ (ଆଈ ଏଫ୍ ଏ) କୀ ଗୋଲିଆଁ</p> <p>3 ମହୀନେ କେ ବାଦ</p> <p>NUTRITION GROUP IIT BOMBAY</p> <p>ପ୍ରାଣୀ ଶୁଦ୍ଧି କରନ୍ତୁ ଆହୁତି କରନ୍ତୁ</p> <p>5</p>	<p>5 ଏଲ୍ବେଂଡାଜୋଲ କ୍ରମିନାଶକ ଗୋଲି</p> <p>3 ମହୀନେ କେ ବାଦ</p> <p>NUTRITION GROUP IIT BOMBAY</p> <p>ପ୍ରାଣୀ ଶୁଦ୍ଧି କରନ୍ତୁ ଆହୁତି କରନ୍ତୁ</p> <p>5</p>	<p>6 ଵିଟାମିନ ଡି ଯୁକ୍ତ କେଲିଶ୍ୟମ କୀ ଗୋଲିଆଁ</p> <p>4 ମହୀନେ କେ ବାଦ</p> <p>NUTRITION GROUP IIT BOMBAY</p> <p>ପ୍ରାଣୀ ଶୁଦ୍ଧି କରନ୍ତୁ ଆହୁତି କରନ୍ତୁ</p> <p>6</p>
<p>7 ପ୍ରସବପୂର୍ବ ଦେଖଭାଲ - 3</p> <p>7 - 8½ ମହୀନେ ଯା 28 - 34 ସପ୍ତାହ</p> <p>NUTRITION GROUP IIT BOMBAY</p> <p>ପ୍ରାଣୀ ଶୁଦ୍ଧି କରନ୍ତୁ ଆହୁତି କରନ୍ତୁ</p> <p>7</p>	<p>8 ପ୍ରସବପୂର୍ବ ଦେଖଭାଲ - 4</p> <p>9 ମହୀନେ ଯା 36 ସପ୍ତାହ</p> <p>NUTRITION GROUP IIT BOMBAY</p> <p>ପ୍ରାଣୀ ଶୁଦ୍ଧି କରନ୍ତୁ ଆହୁତି କରନ୍ତୁ</p> <p>8</p>		

Figure C.4: Antenatal-Care (ANC)



Figure C.5: Post-Natal-Care (PNC)

Appendix D

Mobile app Screenshots

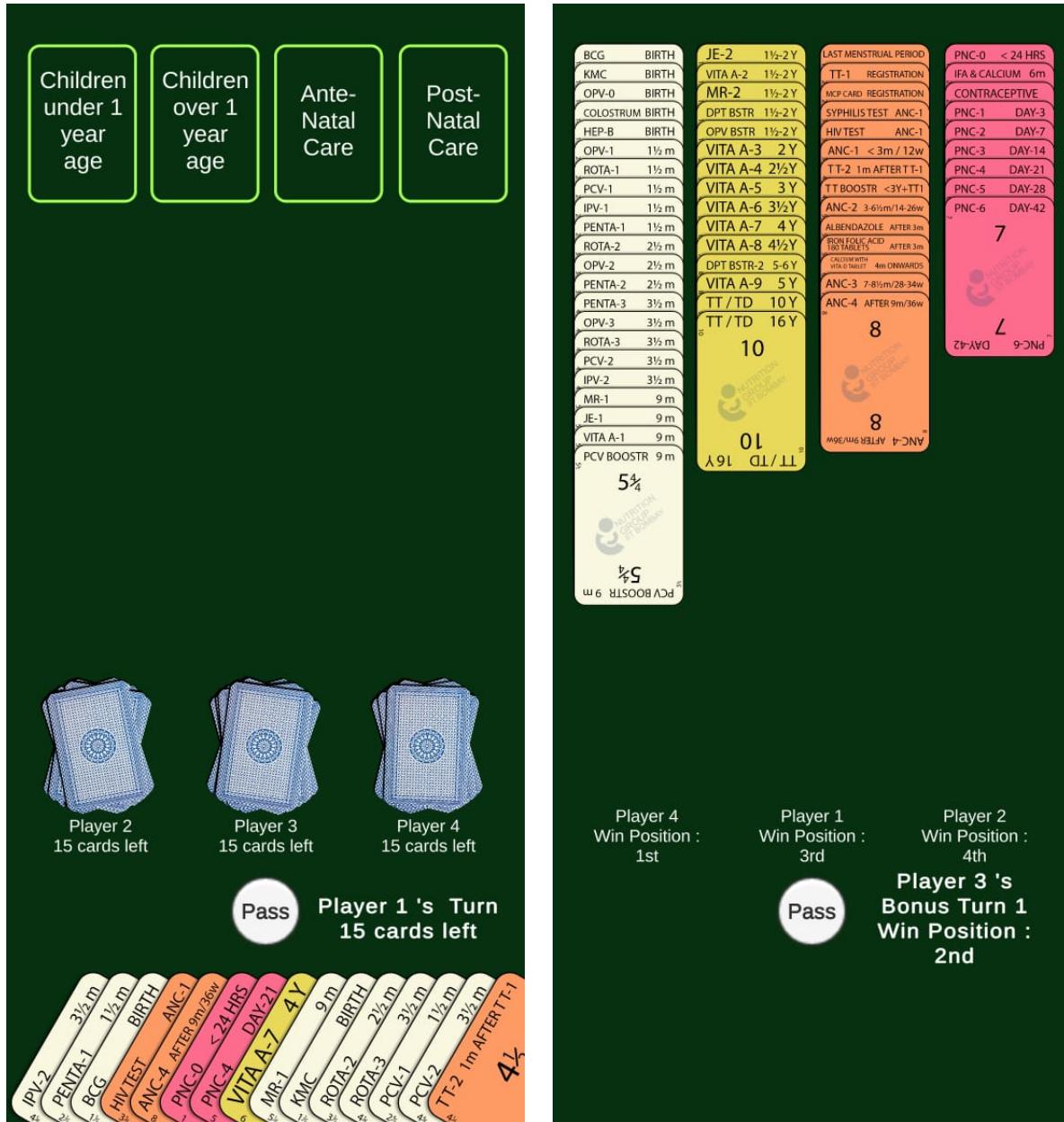


Figure D.1: Mobile app Screenshot - Play Start and End Screen (4 players playing with one phone and passing after their turn)

Appendix E

Institute Review Board Approval



IRCC, Office of the Dean R&D, IIT Bombay

INDIAN INSTITUTE OF TECHNOLOGY BOMBAY

Institutional Review Board (IRB)

January 17, 2023

To
Prof. Satish Agnihotri
CTARA
IIT Bombay

Ref: Proposal No. IITB-IRB/2022/051

Sub: Review of the above-mentioned project proposal

Dear Professor,

Thank you for submitting your proposal to the IITB Institutional Review Board (IRB) for review. The IRB has reviewed the proposal submitted by you and the following proposal is approved:

Proposal number : **IITB-IRB/2022/051**
Title : **Refresher Training through Games for Frontline Healthcare Workers on Maternal and Newborn care**

The IRB approval is for the ethical conduct of the study. The study is approved for the entire duration and a closure report should be submitted within 2 months of the completion of the study.

Further, it is also confirmed that neither you, nor any of the study team members have participated in the decision-making process of the committee.

In case there are any changes in the proposed work (which is not limited to scope, dates, participants and methodology etc.), please communicate to IRB within 15 days of such a change.

Thank you.
With Best wishes from IRB for your study,

D Parthasarathy
Chairperson IITB-IRB

Figure E.1: IRB Approval

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List of Publications

1. **Majhi, A.**, Mondal, A., Joshi, A., Agnihotri, S. B., 2021. Refresher Training through Quiz App for capacity building of Community Healthcare Workers or Anganwadi Workers in India ”, *CHI 2021, Yokohama, Japan : Asian CHI Symposium 2021* (Best Paper award in Long Paper category)
<https://dl.acm.org/doi/10.1145/3429360.3468186>
2. **Majhi, A.**, Agnihotri, S. B., Mondal, A., 2022. Physical and Augmented Reality based Playful Activities for Refresher Training of ASHA Workers in India ”, *CHI 2022 : Asian CHI Symposium 2022* (Best Paper and Best Presentation award in Long Paper category)
<https://dl.acm.org/doi/10.1145/3516492.3558788>
3. **Majhi, A.**, Agnihotri, S. B., Mondal, A., 2024. Replay, Revise, and Refresh: Smartphone-Based Refresher Training for Community Healthcare Workers in India ”, *HCI International 2024, Washington DC, USA*
https://link.springer.com/chapter/10.1007/978-3-031-61966-3_34
4. **Majhi, A.**, Agnihotri, S. B., Mondal, A., 2024. Mapping Child Malnutrition and Measuring Efficiency of Community Healthcare Workers through Location Based Games in India. International Conference on Information Technology for Social Good (GoodIT '24, Bremen, Germany)
<https://dl.acm.org/doi/10.1145/3677525.3678685>
5. **Majhi, A.**, Agnihotri, S. B., Mondal, A., 2024. Refresher Training through Digital and Physical, Card-Based Game for Accredited Social Health Activists (ASHAs) and Anganwadi Workers (AWWs) in India. *CHI PLAY Companion '24*, October 14–17, 2024, Tampere, Finland
<https://dl.acm.org/doi/10.1145/3665463.3678819>

Author's Contributions

The following list presents the research contributions of the included publications' authors using the Contributor Roles Taxonomy (CRediT).

1-5: The Publication Numbers

AM1: Arka Majhi

AM2: Aparajita Mondal

SBA: Satish B. Agnihotri

AJ: Anirudha Joshi

	AM1	AM2	SBA	AJ
Conceptualization	1-5		1-5	1
Data curation	1-5	1-5		
Formal analysis	1-5			
Funding acquisition	1-5		1-5	1
Investigation	1-5	1-5	1-5	1
Field Work	1-5	1-5		
Methodology	1-5		1-5	1
Project administration	1-5	1-5	1-5	1
Resources	1-5			
Software	1-5			
Supervision			1-5	1
Validation	1-5			
Visualization	1-5			
Writing – original draft	1-5			
Writing – review & editing			2-5	1

Table 10.1: Author's Contributions

Reference of definition and details of contributor roles (<https://credit.niso.org/>)

1. **Conceptualization** – Ideas; formulation or evolution of overarching research goals and aims.
2. **Data curation** – Management activities to annotate (produce metadata), scrub data and maintain research data (including software code, where it is necessary for interpreting the data itself) for initial use and later re-use.
3. **Formal analysis** – Application of statistical, mathematical, computational, or other formal techniques to analyze or synthesize study data.
4. **Funding acquisition** - Acquisition of the financial support for the project leading to this publication.
5. **Investigation** – Conducting a research and investigation process, specifically performing the experiments, or data/evidence collection.
6. **Methodology** – Development or design of methodology; creation of models.
7. **Project administration** – Management and coordination responsibility for the research activity planning and execution.
8. **Resources** – Provision of study materials, reagents, materials, patients, laboratory samples, animals, instrumentation, computing resources, or other analysis tools.
9. **Software** – Programming, software development; designing computer programs; implementation of the computer code and supporting algorithms; testing of existing code components.
10. **Supervision** – Oversight and leadership responsibility for the research activity planning and execution, including mentorship external to the core team.
11. **Validation** – Verification, whether as a part of the activity or separate, of the overall replication/reproducibility of results/experiments and other research outputs.
12. **Visualization** – Preparation, creation and/or presentation of the published work, specifically visualization/data presentation.

13. **Writing – original draft** – Preparation, creation and/or presentation of the published work, specifically writing the initial draft (including substantive translation).
14. **Writing – review & editing** – Preparation, creation and/or presentation of the published work by those from the original research group, specifically critical review, commentary or revision – including pre- or post-publication stages.

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