

“MISSION SUNEHRA KAL – POSHAN BHI PADHAI BHI” – Saharanpur District, Uttar Pradesh

1. Introduction

Early childhood is the formative stage of the first six years of life. It is the period of most rapid growth and development an individual. Effective Early childhood education (ECCE) and care helps in developing necessary skills and child’s well-being. the first six years after the birth of a child is the period of optimum growth in the child’s life. It is also claimed that neglect of children in these years of life impairs their learning capacity even when the conventional intelligence is within normal range. This adverse effect last throughout their life. Traditionally, Anganwadi centres have focused predominantly on nutritional support, with early childhood education (ECE) receiving lesser emphasis. Even National Education Policy 2020 recommends the inclusion of ECCE in the formal education system by proposing a new 5+3+3+4 structure. Considering this, Saharanpur district administration has launched "MISSION SUNEHRA KAL- POSHAN BHI PADHAI BHI" in collaboration with ITC Mission Sunhera Kal (MSK), aim to holistically address child nutrition and education through structured interventions at the grassroots level.

2. Approach

Main focus of this program is to device and implement a multi-pronged and multi-stakeholder strategy based on data driven approach for early learning activities with nutrition, setting a strong foundation for children’s cognitive, physical, social, and emotional development.

The district administration mobilized a PPP model by signing MoU with Corporate (ITC Limited) in October 2023 to strengthen ICDS under the "Sunehra Kal -Poshan Bhi Padhai Bhi" mission.

The delivery model of the program is based on data driven approach for identification of challenges associated with ECCE and training & mobilization of existing working staff of ICDS Anganwadi workers, Supervisor, CDPOs, DPO. The existing challenges were identified by roping in surveyors from Pratham foundation, a CSR partner of ITC Ltd. Once challenges were identified, Pratham Foundation helped in development of ECCE curriculum based on age-appropriate learning methodologies as well as government guidelines of PAHAL curriculum. These age-appropriate learning methodologies were determined based on indicators, namely physical, cognitive, social, and emotional and arithmetic development of children.

Five activities as per each five indicators were devised to bring uniformity in implantation of the program and also for benchmarking across all AWWs. ITC and Pratham also helped in preparation and implementation of Baseline and

End line survey of this program for developing structured monitoring systems for quality assessment.

This was followed by identification trainers from existing staff of CPDOs and Supervisors by a survey. Later, 5-day training for identified trainers by national level master trainers of Pratham Foundation were organized in Vikas Bhawan. Once trainers were trained, 20-day practical classes and practice of these trainers were organized in the field. Later, Monthly training sessions for capacity building of 864 Anganwadi workers in five blocks: Saharanpur Urban, Muzaffrabad, Sadholi Kadeem, Baliya Kheri, and Punwarka were organized by trainer AWW, supervisors and CDPOs.



Lastly, all 864 trained AWWs are implementing the curriculum at their respective Anganwadi centers in district Saharanpur

3. Key Challenges Identified by District Administration in the existing ICDS delivery model:

1. Imbalance in Nutrition and Education Focus

Challenges:

- AWCs were primarily focused on nutrition through the Supplementary Nutrition Program (SNP), while ECCE was largely overlooked.
- Anganwadi Workers (AWWs) lacked structured training and knowledge on how to effectively implement early childhood learning.

Resolution Through the Initiative:

- Reorientation of AWWs to balance both education and nutrition through structured training on age-appropriate learning methodologies.
- Play-based interactive learning modules introduced under PAHAL curriculum with monitoring at block and district levels.

2. Lack of Child-Friendly Physical Infrastructure

Challenges:

- Many AWCs lacked safe and stimulating environments for children.
- Poor sanitation facilities, absence of child-friendly furniture, inadequate ventilation, and lack of play areas hampered children's holistic development.
- Limited availability of BALA (Building as Learning Aid) infrastructure, child-friendly toilets, and basic drinking water facilities.

Resolution Through the Initiative:

Kayakalp Initiative:

- 75 Anganwadi centers transformed under 18 essential parameters, including child-friendly toilets, ramps, drinking water, BALA paintings, and designated play areas.
- 53 standalone buildings constructed to house new AWCs.
- Leveraged Panchayat, MGNREGA, District resources and corporate funds for upgrading infrastructure.
- Community and CSR fund mobilization facilitated infrastructure improvements and ensured sustainability.

3. Capacity Gaps in Anganwadi Workers (AWWs) for Early Childhood Care & Education and Nutrition (ECCE)

Challenges:

- AWWs were primarily trained in nutrition and basic health services with limited exposure to teaching methodologies for ECCE.
- Need for training on child psychology, cognitive development, and activity-based learning.

Resolution Through the Initiative:

Collaborated with Corporate as ITC Limited to conduct:

- Master Trainer Training (TOT) for 137 master trainers (including 33 supervisors, 104 AWWs).
- Training of 864 AWWs across co-located AWCs in structured modules covering:
- Physical, language, intellectual, socio-emotional, and creative development.

- Regular monthly monitoring and feedback sessions led by CDPOs, DPO, and district administration.

4. Limited Private Sector & Philanthropic Participation

Challenges:

- Minimal CSR funding & NGO participation in enriching ECCE at AWCs.
- Lack of innovative educational pedagogies and technology-driven learning interventions.

Resolution Through the Initiative:

- Partnered with local industries as ITC Limited & philanthropists to supply:
- 382 innovative play school kits awarded by the Hon'ble Governor during an official visit.
- Digitally enabled Teaching-Learning Materials (TLM) provided by SCERT for 864 co-located AWCs.
- Encouraged CSR participation for infrastructure enhancements and teaching aids.

5. Absence of Baseline Data on Early Childhood Development

Challenges:

- ICDS monitored nutrition levels via POSHAN tracker, but ECE indicators like cognitive, socio-emotional, linguistic, and creative development were not assessed systematically.

Resolution Through the Initiative:

- Conducted baseline assessments across 12 blocks to track:
- Language development, cognitive skills, socio-emotional well-being, and physical growth.
- Introduced standardized assessment tools to measure ECE impact over time



4. Strategic Interventions and Initiatives

a. Strengthening Infrastructure

District administration upgraded 75 Anganwadi centers under the Kayakalp initiative, with an additional 75 under upgradation. Its main focus is to create child friendly environment in Anganwadi centers through modification like Bala painting, child friendly furniture and play material, etc. Provision of clean drinking water, sufficient light facility, sanitation facilities, ramps and play areas.

ITC Limited has helped in construction of 25 new Anganwadi buildings through their CSR. In addition to it, district administration has also established other 53 new standalone Anganwadi buildings through convergence of ICDS, Panchayati Raj and MGNREGA funds.

b. Program Preparation:

ECCE curriculum is developed by Pratham in collaboration with district ICDS based on age-

appropriate learning methodologies as well as government guidelines of PAHAL curriculum. These age-appropriate learning methodologies were determined based on indicators, namely physical, cognitive, social, and emotional and arithmetic development of children.

- **Curriculum Development:** In the first quarter, the curriculum strategy was developed and finalized. The implementation strategy was discussed and aligned with the DPO (District Program Officer) and CDPO (Child Development Project Officer) to ensure a unified approach.
- **Government Guidelines:** Since the UP state follows the PAHAL curriculum, team designed a curriculum that incorporates the parameters of the PAHAL curriculum, ensuring coherence and consistency with government guidelines.
- **Usage of SCERT Material:** SCERT will provide teaching-learning materials (TLM) to 864 co located Anganwadi centers, including five development toys and books. The focus will initially be on these centers, followed by standalone Anganwadis.

c. Training and Capacity Building of Frontline Workers

Saharanpur –Month wise strategy plan (2024-25)

Training Plan	Who and How	July	Aug	Sept.	Oct	Nov – Mar
Creation of Cadre of Government Master Trainers	137 Master Trainers are identified (Combination of Supervisors and Selected Anganwadi Workers)					
Training of Anganwadi supervisory cadre (Master Trainers) by Pratham	137 Master Trainers will be trained in 3 batches for a period of 5 days					
20-day practice classes by Master Trainers with feedback and follow-up sessions	137 Master Trainers will do practice classes for 20 days Follow-up sessions for Master trainers after practice classes					
Training of anganwadi workers by Master Trainers supported by Pratham	864 Anganwadi Workers* from the co-located Anganwadi Centres will be trained in different batches by 137 Master Trainers					
Implementation of classroom teaching by Anganwadi Workers in Anganwadi Centres	2270 Anganwadi workers + 104 Master Trainers (Anganwadi workers) will implement the learnings in classroom					
Monthly review meetings with supervisory cadre to oversee progress and analyze results	Supervisory Cadre along with Pratham Team will monitor the progress and do review meetings					

Training and Capacity building of Anganwadi workers regarding ECCE is mainstay of the program. It is also necessary to have master trainers for the same. Considering this, National level master trainers from Pratham foundation were roped in to train 137 master trainers identified from AWWs, supervisors and CDPOs and 5 day training sessions were organized in Vikas Bhawan for them.

- **Master Trainer Cadre:** A cadre of 137 master trainers was created, consisting of 34 supervisors and 104 Anganwadi workers from each block and sector.



- **Training of Trainers (TOT):** A five-day training session was organized from July 20th to 26th for the 137 master trainers. The training focused on:
 - Early Childhood Care and Education (ECCE) principles.
 - Engaging mothers in early childhood programs.
 - Using interactive teaching-learning materials.
 - Nutrition and health monitoring
 - The five developmental stages and activities for children.
 - Engaging mothers in the ECCE (Early Childhood Care and Education) program.



Childhood Care and Education (ECCE) principles.

- Using interactive teaching-learning materials.
 - Nutrition and health monitoring
- **Practice Classes:** After the training, the master trainers conducted 20 days of practice classes at the Anganwadi centers from August 5th to September 25th. During this phase, team conducted 145 monitoring visits to assess the progress and effectiveness of the practice classes.
 - **Follow-up Workshop:** After the practice classes, a two-day follow-up workshop was conducted with the 137 master trainers to evaluate the implementation at the ground level. Discussions included:
 - Challenges faced during the practice classes.

- Positive outcomes observed.
- Effective use of teaching-learning materials (TLM), including books and toys received from SCERT.
- Planning for the continued implementation of the program at the grassroots level.



- **Hands-On Training:** During the workshop, hands-on training was conducted where three Anganwadi workers from one Worker were selected. One worker demonstrated activities, while the other two workers received training at the Centre. This method ensured practical learning and effective knowledge transfer.

Ground-Level Implementation:

Training for 864 Co-located Centres and stand alone:

- After the training of master trainers and successful hands-on sessions, a series of training



sessions were conducted for the 938 co-located Anganwadi centres. The 3 days training organised focused on proper implementation of the curriculum, usage of TLM, and engagement of the community in the ECCE activities and 5 developments.

- **Baseline Assessment:**

Baseline assessments for the co-located centers began in the 12 blocks of the Saharanpur district. The assessments aimed to measure the current status ECCE activities.



- **Follow-up Workshops:** Post-training reviews to assess challenges, best practices, and refine implementation strategies.



Besides on-site monitoring, observations made by Supervisors are shared and discussed at planned agenda-based review meetings at Block level, in the presence of the CDPO. A monthly review meeting is organized regularly at district level to review progress.

d. Community Mobilization & Engagement

- Conducted Parent-Teacher Meetings, awareness rallies, and street plays established self-help groups for adolescent girls, pregnant, and lactating women to ensure continued nutrition and health education.



e. Provision of Educational & Nutritional Resources

- District administration under guidance of Hon'ble Governor, UP distributed 382 play-school kits through CSR. This helped in creating child friendly infrastructure in Anganwadi centers.
- ICDS Saharanpur also focused on enhanced quality of mid-day meals through efficient supply chain logistics.

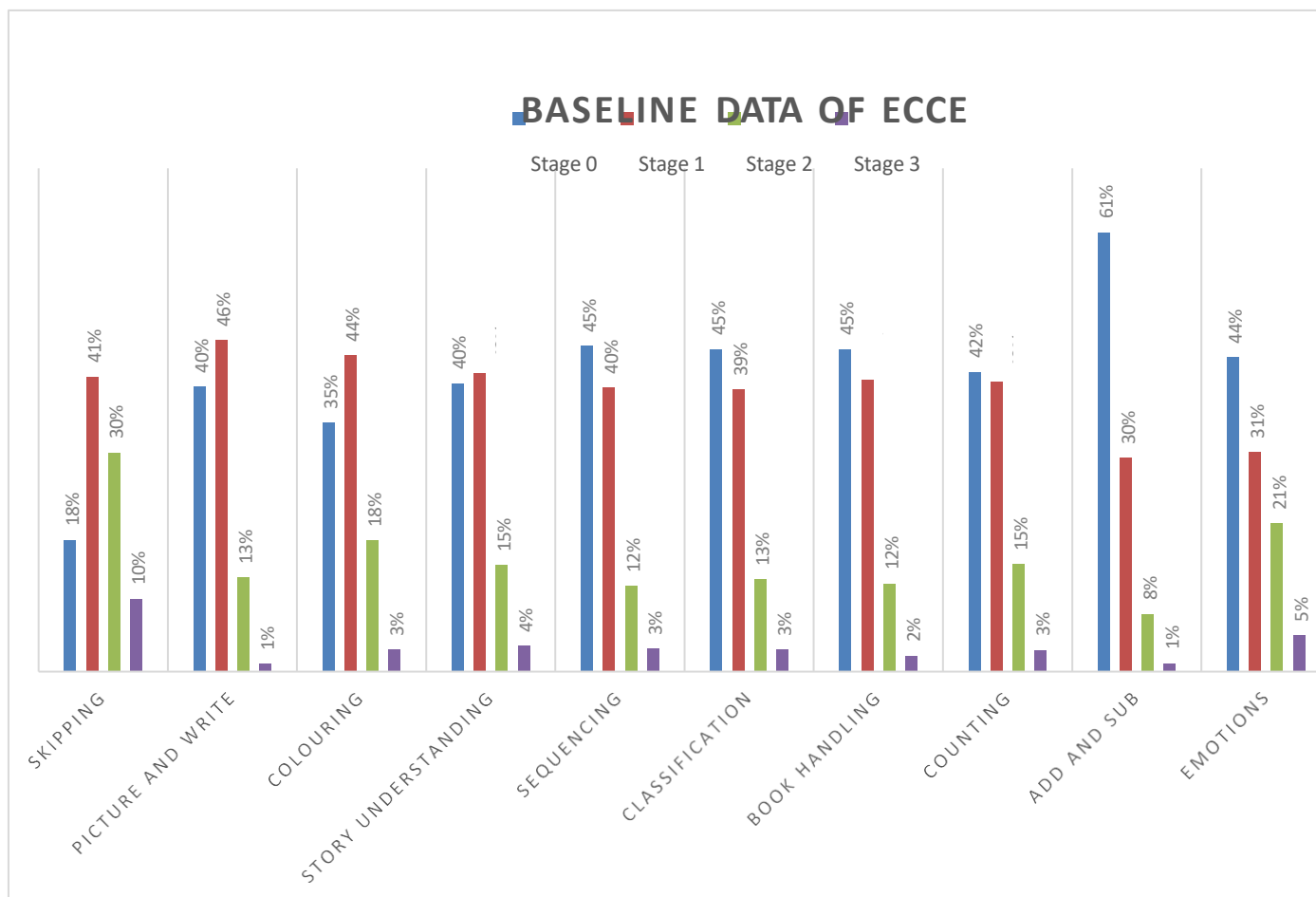
f. Monitoring & Evaluation Framework

- Monthly pre-and post-training knowledge assessments to gauge capacity-building effectiveness.
- 100% Anganwadi worker participation in community-based interventions.
- Standardized assessments to measure improvements in children's cognitive and physical development.

5. Data collection

"A problem well stated is half solved". District administration realized that unlike Other education department proper matrix of results of academic performance is not available for ICDS. Poshan tracker also majorly focuses on departmental activities and nutrition. This created a gap to recognize what exactly is need of the hour. So, we designed Report cards (Attached in last) and conducted a baseline survey to find how our children of each age group is performing on physical and academic indicators.

District administration along with Pratham & ITC has finished training and orientation of 864 Anganwadi workers and also implemented program at all 864 Anganwadi Kendras. The baseline survey is done as per monthly schedule and its data shows baseline figures in different indicators as below.



Sample Baseline Data of 12 blocks- Conducted at each center for two months by Pratham team and compiled and verified using advance Data Analytics tools.

6. Key Achievements

a. Nutrition Impact

- Over 1,50,000 children provided with nutritious meals, leading to significant health improvements.
- Increased awareness about maternal and child nutrition among caregivers.

b. Education & Skill Development

- 80% improvement in cognitive development and school readiness among children.
- Over 40,000 children have been covered and improved in children's cognitive and physical development.
- Average 90% attendance rate in Anganwadi centers, ensuring consistent learning.

c. Enhanced Service Delivery

- 100% coverage of Anganwadi Kendras in Saharanpur district.
- Strengthened coordination between ICDS, health, and education departments for integrated service delivery.

d. Baseline Data of Nutrition and Health

- A significant change has been observed in AWWs in terms of knowledge. Their knowledge on health and nutrition issues has continuously being measured through standardized assessments.

Question	Pretraining %	Posttraining %	Improvement %
जीवन के प्रथम 1000 दिवस के क्या तात्पर्य है।	48	86	38
उच्च जोखिम गर्भवती महिला की जांच प्रत्येक माह की कौन सी तारीख होती है।	43	87	44
गर्भवती महिला में 11 से कम एच.बी. है तो उसे आयरन की कितनी गोली चाहिए।	71	96	25
गर्भावस्था की पहली तिमाही में फोलिक एसिड लेने से क्या फायदे है।	65	91	26
वी.एच.एन.डी में आंगनवाड़ी कार्यकर्त्री की क्या भूमिका है।	28	60	32
पेंटावैलेंट टीका कौनकौन सी बीमारी से बचाता है।	24	53	29

7. Vision & Future Plan of Action

- Ensures every child achieves Age Appropriate Learning Milestones.
- Create a digital repository of ECCE Best practises study material.
- Creating continuous learning modules for Anganwadi workers.
- Ensure data driven governance for better identification of gaps and targeted service delivery.

The various phases of the program within the MoU spreaded across the period of 3 years are listed below:

Creation of State and District Resource Group of Trainers:

Officials responsible for leading the education program in the areas, including Child Development Project Officers (CDPOs) and selected Supervisors who have leadership as well as implementation skills, have been identified to be part of the State and District Resource Group. This group works on finalising the content, material and assessment methodology.

Reorientation of Master Trainers by Super Trainers:

In Year 2, the CDPOs and Supervisors that received training in Year 1 Super Trainers will be reoriented in the teaching-learning methodology that is being implemented by the Anganwadi Teachers in the centres. This knowledge of the methodology and teaching-learning practices enable the Supervisors to effectively review the implementation and provide input for improvement.

Implementation of Developmental Activities by Anganwadi Teachers:

After receiving training on the curriculum and methodologies in Year One, the Anganwadi Teachers will continue to conduct the activities with children in the Anganwadi centres for at least 2 hours every day with the support of material provided to them by the Government. Daily activities focus on concepts around cognitive, physical, social-emotional, motor and language development. These activities will be conducted in different ways within the anganwadis – big groups, small groups and individually. Videos and other learning materials may be made available to the Anganwadi teachers via a digital application.

Monitoring by Supervisors:

A monitoring plan will be devised jointly with ICDS, so that regular input is received by the Anganwadi centres. Supervisors are expected to conduct regular monitoring visits, which shall ensure an effective way to track implementation, identify challenges, and demonstrate activities where the Anganwadi worker needs support. This monitoring may be facilitated by a monitoring checklist on a digital application. ITC MSK will provide handholding support wherever necessary.

HUB Anganwadis:

137 Anganwadi Centres in the district be transformed into Hub Anganwadis to be models of high-quality ECCE implementation. The teachers of these 137 Hub Centres received training from ITC Limited team Master Trainers in the form of 2-day workshops within their district. Nearby Anganwadis within the jurisdiction learn from Hubs to adopt the best practices followed in the HUB Anganwadi Teachers in their own centres. Exposure visits for Anganwadi teachers, and select CDPOs and Supervisors will be arranged to the Hub Centres for this purpose.

Assessment and Data Analysis:

The impact of the program will be measured through systematic assessments that track the progress of the child in terms of developmental outcomes. Assessment of the program will include not only worker-led assessment of children's developmental indicators, but also process indicators such as number of monitoring visits by Supervisors, number of review meetings held etc. Learning level data will be collected from the government and will be used to fine-tune the program.

The collection of the learning level data from the government may be facilitated through a digital application. The compiled and analysed assessment data will be made available to Anganwadi teachers, Supervisors and CDPOs so they may work to customise and improve their teaching-learning activities in the areas where the children in their

centres need the most support. ITC MSK will conduct analysis of this data on select indicators at baseline and endline to understand the impact of the intervention and gain an overall perspective on learning gains.

Project Review Mechanism:

Besides on-site monitoring, observations made by Supervisors would be shared and discussed at planned agenda-based review meetings at Block level, in the presence of the CDPO. A monthly review meeting will be organised at district level to review progress and discuss plans in which ITC, ITC Partner, WD&CW participated. Apart from this a project management committee (PMC) at state level review achievement of overall partnership objectives.

Project Management Committee

For the purpose of coordination and monitoring of the partnership, a Project Management Committee (PMC) had been formed at the district level. The PMC has the following members:

1. Chief Development Officer: Chairperson of the PMC
2. District Program Officer, Women Development and Child Welfare: Executive member of the PMC;
3. General Manager, ITC Limited – Executive member, PMC
4. CDPOs representing each division – Member
5. Programme Manager, ITC Limited- Convener of the PMC;
6. ITC partner agency ITC MSK & Mamta – Member

Roles and Responsibilities of various stakeholders is given in the table below:

STAKEHOLDER	ROLES AND RESPONSIBILITIES
ITC	1. Appoint Partner NGO to implement the training programme 2. Provide financial support for meeting expenditure of partner NGO team involved in training and capacity building 3. Provide financial support for designing of training and assessment material 4. Provide financial support for the costs associated with creating 250 Hub Anganwadi Centres 5. Provide financial support for designing and maintaining a digital application for monitoring, data collection and assessment, if necessary 6. Coordinate with department to organise the PMC once in quarter 7. Participate in monthly review meetings at district level 8. Create baseline from sample anganwadi, document case studies and assess impact on sample

STAKEHOLDER	ROLES AND RESPONSIBILITIES
ITC Partner NGO	Design and finalise content and teaching learning material, as required Reorient the Master Trainers (ICDS supervisors) on teaching-learning methodology Design monitoring system assessment tools and observation formats for supervisors and CDPOs with the Department Review and analyse program data and help department to use data for decision making Conduct periodic visits to the Anganwadi centres and support Supervisors in monitoring activities Use an existing government digital application, or if necessary, design the application with the Department and use collected data to finetune the program
Women and Child Welfare Departments	1. Provide training venues for master trainers, CDPOs and Supervisors 2. Provide training venue for 137 Hub Anganwadi teachers as well as their respective CDPOs and Supervisors 3. Ensure on time availability of the learning material at the Anganwadi centres as per recommendation 4. Approve operational plan including training, monitoring and implementation and ensure participation of Anganwadi Teachers, supervisors and ICDS officials in various training 5. Assign the duties to different officials to organise/oversee different components of training including logistics 6. Monitor progress from time to time through monitoring visits and review meetings 7. Organise PMC meeting once in a quarter
CDPOs	1. Ensure that required material is available at the training venue. 2. Conduct monthly meetings with the Anganwadi teachers regarding implementation of teaching-learning activities, challenges and way forward 3. Monitor teaching-learning activities being conducted in Anganwadi 4. Provide input and feedback at district and state level on challenges on ground 5. Implement best practices from Hub Anganwadis in all the Anganwadi centres in their projects
Supervisors (Master Trainers)	1. Actively participate in the reorientation trainings 2. Visit, observe and support the teaching-learning activities being conducted by Anganwadi Teachers to ensure effective implementation 3. Conduct monthly meetings with the Anganwadi teachers regarding implementation of teaching-learning activities, challenges and way forward 4. Conduct regular monitoring and update the data 5. Help Anganwadi teachers to run the Hub Anganwadis to be model centres for ECCE
Anganwadi worker/Teacher	1. Participate in all trainings organised by Master Trainers 2. Conduct teaching-learning activities in the Anganwadi centres daily for at least 2 hours 3. Maintain important records such as enrolment, attendance and assessment data 4. Provide feedback to supervisors regularly and during monthly meetings 5. Conduct periodic community engagement activities

8. Conclusion

The integrated child development and nutrition initiative in Saharanpur has set a benchmark in holistic early childhood development. By effectively combining child education and nutrition, has paved the way for scalable, sustainable, and replicable models of child welfare and community development. It is helping in improving the efficiency of ICDS grassroot workforce and preparing them for their future role as ECCE Educator. Mission “Sunehra Kal –Poshan BHi Padhai Bhi” mission in district Saharanpur will definitely lead the holistic development of a child’s social, emotional, cognitive, and physical needs in order to build a solid foundation for lifelong learning and wellbeing.

APPENDIX

REPORT CARDS DESIGNED TO REVIEW CHILDREN PROGRESS

Supported by:



UTTAR PRADESH

Implemented by:

Pratham

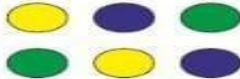
आँगनवाड़ी रिपोर्ट कार्ड
2024-2025



बच्चे का नाम			उम्र	
आँगनवाड़ी का नाम			बच्चे का वज़न	
बच्चे की लंबाई	माता का नाम	पिता का नाम		
तारीख (बेसलाइन)			तारीख (एंडलाइन)	

रिपोर्ट कार्ड भरने के निर्देश

- आँगनवाड़ी के बच्चों की जाँच स्टेज 1 से शुरू करें।
- बच्चे के उच्चतम स्टेज वाले डिब्बे में सही (✓) का निशान लगाएँ।
- बेसलाइन मूल्यांकन के लिए '1' व एंडलाइन मूल्यांकन के लिए '2' पर सही (✓) का निशान लगाएँ।
- अगर बच्चा तीनों स्टेज नहीं कर पाया तो "कोशिश जारी" वाले डिब्बे में सही (✓) का निशान लगाएँ।

कौशल	कोशिश जारी	स्टेज 1	स्टेज 2	स्टेज 3
वर्गीकरण करना		रंग के आधार पर  1 2	रंग एवं प्रकार के आधार पर  1 2	रंग, आकार एवं प्रकार के आधार पर  1 2
छिट को समझना		किताब को सही से पकड़ना  1 2	कहानी का शीर्षक पहचानना  1 2	कहानी की शुरुआत पहचानना  1 2
गिनती करना		1 से 5 तक  1 2	6 से 10 तक  1 2	11 से 20 तक  1 2
जोड़ — घटाव करना		1 से 5 तक  1 2	6 से 10 तक  1 2	11 से 20 तक (बिना हासिल वाले) $\begin{array}{r} 14 \\ + 5 \\ \hline 19 \end{array}$ $\begin{array}{r} 16 \\ - 4 \\ \hline 12 \end{array}$ 1 2
भावनाओं को पहचानना		भावनाओं को पहचानना  1 2	भावनाओं को नाम से पहचानना  1 2	दूसरों की भावनाएं पहचानना कारण सहित  1 2

कौशल	कोशिश जारी	स्टेज 1	स्टेज 2	स्टेज 3
कूदना	1 2	एक स्थान पर  1 2	एक स्थान से दूसरे स्थान पर  1 2	एक टाँग पर  1 2
रंग भरना	1 2	चित्र के बाहर रंग फैलना  1 2	चित्र के अंदर करने की कोशिश  1 2	चित्र के अंदर  1 2
चित्र बनाना व लिखना — अभिव्यक्ति	1 2	स्क्रिबल  1 2	चित्र और चिन्ह  1 2	चित्र और शब्द  1 2
क्रम से सोचना	1 2	वस्तु संबंधित  1 2	दिनचर्या संबंधित  1 2	वातावरण संबंधित  1 2
कहानी सुनकर समझना	1 2	हाथी का एक बच्चा जंगल में घूम रहा था। घूमते-घूमते उसे प्यास लगी। वह अकेले नदी पर जा पहुँचा। वहाँ पहुँच कर उसने सोचा कि पानी वह कैसे पिए? नदी के पानी में पहले उसने अपने कान डुबाए। लेकिन वह पानी नहीं पी पाया। उसके बाद उसने मुँह पानी में डाला। फिर भी वह पानी नहीं पी सका। अचानक उसने अपनी सूँड़ पानी में डाल दी और वह गट-गट पानी पीने लगा।		
		एक से दो शब्दों में उत्तर देना 1 2	सीधे प्रश्नों का उत्तर देना 1 2	कठिन प्रश्नों का उत्तर देना 1 2

