



YUVA RURAL ASSOCIATION

RESEARCH REPORT

ON

Studying the effect of the Moral Value **"RESPONSIBILITY"**
and its Spiritual aspect on a group of High School Students of the
City of Nagpur, Maharashtra



RESEARCH REPORT

AN INITIATIVE OF VALUE EDUCATION PROGRAM
2023-2024





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CHILD A Change Maker

VALUE EDUCATION WORKSHOP

AN INITIATIVE OF VALUE EDUCATION PROGRAM
2023-2024



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Foreword

Dear readers,

As the CEO of Yuva Rural Association, Nagpur, I am delighted to introduce this groundbreaking research study on value education, specifically targeting the value of Responsibility among school children. In an era marked by rapid technological advancements and societal shifts, nurturing responsible citizenship has never been more imperative.

In general, there is a strong feeling that human life is becoming valueless. Everybody feels that the people around them are cheating & grabbing. With it in mind generally, we see people's responses to a situation. It may be the by-product of globalization, privatization & liberalization, that the trust among people is lost.

Responsibility is not merely a trait; it is a cornerstone of character that shapes individuals and societies. It is the foundation upon which ethical decision-making, accountability, and sustainable progress rest.

Moreover, it underscores the pivotal role of schools and educational institutions in cultivating values that extend beyond academic achievement. By integrating value education into curricula and extracurricular activities, we not only equip students with essential life skills but also cultivate compassionate, conscientious leaders who will shape the future.

The National Education Policy includes Value Education. But one is not very clear about the curriculum.

YRA (Yuva Rural Association) being a value-based organization & promoting basic values in society, through various development interventions, is concerned about this huge gap in human society. We believe the school age is the right time to teach the values. So, Yuva Rural Association decided to launch the Value Education program with privileged children in privileged schools.

Ms. Bimali Ghosh took this responsibility on behalf of YRA as Chief Facilitator of our Value Education Program. Ms. Bimali Ghosh, has been in the education sector past 4 decades, and during her journey as a subject teacher and principal of various CBSE schools, also completed her Masters in Value Education and Spirituality.

We facilitated a pilot research project with 7 schools in the Nagpur district on the innate qualities that a soul must possess to develop as a good & responsible citizen. This research study gives meaningful insights worth practicing.

I extend my deepest gratitude to, educators, Ms. Bimali Ghosh, Chief Facilitator, Mr. Jitendra Deshmukh, National head, of the Value Education Program, students, and volunteers whose dedication made this study possible. Their unwavering commitment to the betterment of society exemplifies the values we seek to instill in the next generation.

I urge policymakers, educators, parents, and community leaders to heed the insights gleaned from this research and join us in our mission to nurture responsible, empathetic global citizens.

YRA (Yuva Rural Association) is all set to facilitate value education sessions in all the schools to make value education an integral part of the curriculum.

Together, let us embark on a journey to build a brighter, more compassionate future for generations to come.

Dattatray Patil

Chief Executive Officer,
Yuva Rural Association, Nagpur.



YUVA RURAL ASSOCIATION

PRESENTS

VALUE EDUCATION WORKSHOP'S QUANTITATIVE RESULT TO PROVE THAT 'IF WORKED UPON MORAL VALUES WITH ADOLESCENT CHILDREN, IT PRODUCES A MAJOR QUALITATIVE SHIFT IN THEIR PERSPECTIVE- MAKING IT LIFE CHANGING- BY MOVING TOWARDS BECOMING BETTER CITIZENS AND BUILDING A PROGRESSIVE HUMAN SOCIETY

TOPIC

*Studying the effect of the Moral Value of RESPONSIBILITY
and its Spiritual aspect on a group of High School Students of the
city of Nagpur, Maharashtra*



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ACKNOWLEDGEMENT

'Practice Makes A Man Perfect' goes the saying which prompted me to formulate that constant, subtle and direct reminder to adolescent children about understanding and practicing Moral Values in their day to day life will strengthen young adults inwardly to become better version of themselves

Keeping this in mind we designed the Value Education workshops on the 21 innate qualities of a soul including questionnaires, power point presentations, moral stories, activities, brain storming, reasoning, doubt clearing and analysis of every single Moral Value among which RESPONSIBILITY is one

Here I want to pen down my heartfelt gratitude to Mr. Dattatray Patil, CEO of Yuva Rasi Association, Nagpur for supporting me in all possible ways to execute my thought process into reality

With real pleasure, I acknowledge my indebtedness to Mr. Jitendra Deshmukh, National Head, Child & Change Maker Program of Yuva Rasi Association for believing in me and inviting me to join YRA as a Consultant and Chief Facilitator, Value Education. He and his wife gave me support in all possible ways during my stay in Nagpur for the Pilot Project

My thanks are due to Mr. Devraj Patil, Director Program, Ms. Jyoti Nagarkar, Director Institutional Support & Development, Ms. Trupti Thorbare, HR & Administrative Officer, Ms. Vaishali Padole, Finance & Account Manager and all other members of the YRA family and support staff- specifically Mr. Purushottam Shrikhande. I thank you all for not only supporting me professionally but taking care of me personally

I shall remain ever thankful to all the Principals and Teachers of the schools under the Pilot Project, who welcomed me in their school and made it easier & comfortable for me to conduct workshops. My love, affection and blessings go to all my subjects [students of classes IX & X] for connecting with me and accepting the knowledge that I had to offer.

Last but not the least I am ever thankful to Mr. Ankit Sanpuri, freelance software developer for all the graphical representation shown in the report

BORNALI CHOSH [Author, Consultant & Chief Facilitator, Value Education for YRA]-30 / January / 2024



Synopsis

History of Nagpur

Initially named Phanindrapur, the city was established in 1702 by the Gond ruler Mahipatrai. As he wanted to defeat his brother in the race of power it, he sought assistance from Mughal Emperor Aurangzeb. In lieu, he converted to Islam and was named Bhakt Buland Shah. He was instrumental in shaping the cities culture by bringing artisans from Bengal, Rajasthan and Karnataka.

The Bhonsales, Marathas from western Maharashtra introduced Marathi culture to the region. The British East India Company later took control making Nagpur the capital of the central provinces. Known as the 'Orange City', Nagpur is projected to be the 5th largest growing city globally, emphasizing its potential as a smart city.

Impact of Modernization in Nagpur

Modern thinkers like Prof. Rajan Gavas and Prof. S P Kane voice their concern about diminishing Humanity. Challenges faced by women despite modernization, was highlighted by Prof. Gavas. He emphasized the neglect of teachings by saints of this great land. The economic impact of modernization includes technical development and market expansion while politically traditional rules are on the decline and power is decentralized. Culturally there is an advancement in education and media communication introducing new cultural elements. This shift brings in restructuring the society and modification and modernization of the traditional norms and values.

Need of the Study

The study explores the importance of spirituality in achieving a healthy and fulfilling life. Pierre Teilhard de Chardin's perspective guided Yva Rural Association, a Nagpur based organization to advocate for marginalized communities. YRA had previously implemented educational programs have recognized the importance of addressing children's mental health through Value Education workshops emphasizing emotional and spiritual wellbeing.

Objective of the Study

Emphasizing the importance of spirituality and moral values in achieving a happy and purposeful life and the impact of materialism on human behavior the Pilot Project focuses on instilling the understanding of the moral value of Responsibility and its spiritual aspect in High School students in Nagpur. Education, as per the project should prepare individuals for life by promoting humane qualities. Getting approval from 7 schools and 677 student participants, the pilot project seeks to foster moral values and spiritual growth in the young minds.



Synopsis of the Pilot Project

Studying the effect of the Moral value of RESPONSIBILITY and its Spiritual aspect on a group of High School Students of the city of Nagpur, Maharashtra Learning, Understanding and Implementing the Universal Law to be 'Humane' should be the basis of Education.

Introduction of the Pilot Project

As per RTE, value education creates a roadmap for the future life of young students by building ethical and moral values, to have more meaningful life and a strong character by strengthening the spiritual, social and cultural aspect of every human being. Children at an early stage in life have huge absorbing capacity. At this stage if they are repeatedly told and supported to practice moral values in their everyday life they certainly would come out more humane and more strong.

We approached numerous schools as our target was to cover at least 500 students from classes IX & X for the Pilot Project. We received approval from 7 schools for conducting the Pilot Project workshops, covering 677 students from classes IX & X.

Hypothesis

Spirituality is the key to understand and solve psychological and physical problems. The study utilized the 'Prediction Form' of testing; the research aims to quantify qualitative elements for logical analysis. The Pilot Project focuses on the Moral Value of Responsibility for 9th and 10th grade students in Nagpur schools based on the identified need for value education. Educationists, Principals and teachers supported the initiative through an online questionnaire and personal discussions.

Problem Identification

The study addresses the decline in moral values among school going children, specifically high school students of grades 9th and 10th emphasizing the influence of parent, teachers and peers as their actions leaves a deep impact on children.

The study targets Responsibility, as educators in Nagpur unanimously suggested the need to instill responsibility awareness in them. As such, a 4 days' workshop was proposed for 9th and 10th grade students to address the issue.

Formulation

A four days' workshop was conducted with 455 willing students. The duration of the workshop was between 75 to 90 minutes. Focusing on Responsibility, the workshop assessed the understanding of the participants through questionnaire at the beginning and end enabling a comparative study on their improvement in the moral value of Responsibility.



The questionnaire given to the participants on Responsibility is given for personal

Dear participant,

Kindly read the instruction given below CAREFULLY before attempting the answers:

- There is NO wrong answer or NEGATIVE marking. All answers given by you will depict the person that you are
- It is mandatory to be HONEST while giving these answers

The answers given by you will help you understand YOURSELF and help us STRENGTHEN you

- Read the questions THOROUGHLY before answering them
- You are requested NOT to discuss questions with your peers/friends/teachers before answering them
- Please choose the option which is the CLOSEST to your heart

NAME: _____

CLASS: _____ SECTION: _____ DATE: _____

SCHOOL: _____

QUESTIONNAIRE ON RESPONSIBILITY:

1. I _____ prefer to complete my assignments at my own pace

- i. Always
- ii. Usually
- iii. Often
- iv. Sometimes
- v. Never

2. I _____ want someone to remind me of my responsibilities

- i. Always
- ii. Usually
- iii. Often
- iv. Sometimes
- v. Never

3. I _____ prioritize leisure and personal activities over commitments

- i. Always
- ii. Usually
- iii. Often
- iv. Sometimes
- v. Never



4. I believe that personal abilities in a group setting remains unnoticed

- i. Always
- ii. Usually
- iii. Often
- iv. Sometimes
- v. Never

5. I prefer to admit that I don't know something

- i. Always
- ii. Usually
- iii. Often
- iv. Sometimes
- v. Never

6. I believe that people and circumstances are responsible for the mistakes committed by me

- i. Always
- ii. Usually
- iii. Often
- iv. Sometimes
- v. Never

7. I believe that taking responsibility of the consequences of my actions on others and environment will reduce my freedom

- i. Always
- ii. Usually
- iii. Often
- iv. Sometimes
- v. Never

8. I feel that responsibility is the cause of stress

- i. Always
- ii. Usually
- iii. Often
- iv. Sometimes
- v. Never



9. Taking responsibility is inviting challenges in one's life

- i. Always
- ii. Usually
- iii. Often
- iv. Sometimes
- v. Never

10. Taking responsibility is to forego your rights and only perform duties

- i. Always
- ii. Usually
- iii. Often
- iv. Sometimes
- v. Never

Delimitations of the Problem

The study focuses on the impact of Responsibility and its Spiritual aspect on high school students of Nagpur, Maharashtra, aged 14 to 16 years and studying in co-educational schools in the city.

Limitations of the Problem

Limitations include-

- Qualitative nature of the topic
- Cosmopolitan environment
- Potential biases in questionnaire responses
- Justification of the Problem

Despite constraints, the project address the significant decline in moral values emphasizing the potential to transform informed young minds.

Research Design and Type

Applied research Deductive thinking Uncontrolled experimentation

Research Methodology and Techniques of Data Collection

The survey method was employed. A questionnaire containing 10 multiple choice questions on Responsibility were given to the participants to collect their responses pre and post workshop

The 9th and 10th grade participants from 7 schools were instructed to choose answers from Always, Usually, Often, Sometimes and Never. The structure of the questionnaire facilitated easy, objective and convenient evaluation. This culminated in the comparative analysis of the belief shifts in participants before and after the workshops



Analysis and Interpretation of Individual Questions on Responsibility

Individual question analysis has been done by comparing the responses obtained pre and post workshop with 455 high school students of grade 9th and 10th from 7 schools in the city of Nagpur. Bar diagrams and Pie chart has been used for graphical representation of the data.

A positive rise has been noticed in the understanding of Responsibility and its Spiritual aspect in question number 1, 2, 3, 4, 6, 8, 9 & 10 suggesting an improvement in commitment, acceptance of mistakes and understanding that responsibility does not cause stress. Question numbers 5 and 7 shows a decline projecting that there is a need to understand the balance between self-control and freedom.

There is a constant need for Spiritual Counseling to the inconsistent mind of young adults to develop a positive mind set and contribute to social well being.

Conclusion

The Pilot project on Responsibility and its Spiritual aspect demonstrates a positive impact on high school students in the city of Nagpur. Out of 677 students, 455 participated [49% girls and 51% boys] who demonstrated a noticeable shift in their understanding from lower to higher categories.

Continuous value education workshops, activities and spiritual guidance is recommended for sustained positive change in the attitude and behavior of students.

Limitations

The Pilot Project on Responsibility acknowledges limitations namely

- Focusing solely on one Moral Value
- Limited coverage of schools
- Need for more time
- Limited coverage of classes
- Language barrier
- Need for more resources is needed for long term impact which presently is short termed.

LOCATION MAP

Maharashtra in
INDIA



Nagpur District in
MAHARASHTRA



7 Pilot Project Schools in
NAGPUR CITY



CHAPTER 1

HISTORY OF NAGPUR

The city of Nagpur which was then known as Phanindrapur, was established in 1702 by Gond ruler Mahipatrai around the banks of Gandhi Sagar water body which was then named as Jumma Talao. In his desire to defeat his brother Deedar, Mahipatrai approached Emperor Aurangzeb for help. In return for the favor, Mahipatrai converted to Islam and was named Bhakt Buland Shah.

Shah constructed forts and temples with the help of artisans and laborers from Bengal, Rajasthan and Karnataka. The migrants had a deep influence upon the city. Later, when infighting broke out within the clan, Shah's mother approached the Bhonsales who were Marathas from the western part of Maharashtra. It was the Bhonsales who brought Marathi culture to the city which was till then a mix of various cultures from east, north-west and south. The British East India Company took over Nagpur in the 19th century and made it the capital of the central provinces and Berar.

Nagpur gets the name from the Nag River which flows through the city and is in the Vidarbha Region of Maharashtra. It is also known as 'Orange City' for being a major trade centre of oranges cultivated in large part of the region.

According to an Oxford Economics Report, Nagpur is projected to be the 5th fastest growing city in the world from 2019-2035 with an average growth of 8.4%. It has been proposed as one of the 'smart city' of Maharashtra and one of the top 10 smart cities in India in 'Smart City Project' execution.

IMPACT OF MODERNIZATION IN NAGPUR

"Humanity is getting diminished day by day due to modernization" says noted thinker and professor of Shivaji University, Kolhapur- Rajan Gavas on 28th Jan 2017 [The Times of India- <https://timesofindia.indiatimes.com>] when he was speaking on 'Saints and Nation Creation' organized by Nagpur University at its convocation hall. "After 1947, the concept of nation started getting over" he added. "The universe is our home and truth is a tool of living life.... Though we have advantages of modernization, women of our society are still facing problems.... The thoughts of saints have been incorporated in the Constitution, but no one follows them." Gavas expressed his unhappiness over the fact that today the department of Philosophy in many universities is getting closed.

S P Kane, vice- chancellor of Nagpur University, said, "Saints are more important than politicians and scientists. Politicians are concerned about their votes while scientists are involved in research. But only Saints show the path of leading a good life"

This is the picture of cities across India on the impact of modernization in the life of people. People are self-centered and are unwilling to give back to the society selflessly. Modernization has a direct impact on the economic, political and cultural spheres of life. Modernization in economic sphere leads to development in technology, specialization, saving and investment, expansion of market.



Modernization in political sphere leads to declining traditional rules, change in ideology of rulers, handing power, de-centralization of power in order to give scope to more members of the society in decision making.

Modernization in the cultural sphere has growing differentiation among religion, philosophy and science. A spread of literacy, secular education, advancement in specialization, expansion of media communication which leads to development of new cultural elements, increase in expressional ability and emphasis on dignity of individual.

In the process of modernization, society i) Rearranges its structure ii) Modify traditional norms and values through rejective, disjunctive, assimilative, supportive and disruptive response.

NEED FOR THE STUDY

The famous quote by the French Priest and Philosopher Pierre Teilhard de Chardin- "We are not human beings having a spiritual experience, we are spiritual beings having a human experience" explains the purpose of this study.

Embracing spirituality is essential for a fulfilling life, marked by health, happiness and success. Grasping the Universal Spiritual Law is crucial. In education global studies stress the significance of ethics. Noteworthy findings and practices emerge from countries like Japan, Norway, Sweden, Finland and Denmark.

We at Yuva Rural Association, a Nagpur based voluntary sector organization who works for the marginalized and the down trodden with the motto of 'Helping People to Help Themselves' as policy advocates, movement amplifier, research agency and facilitators through sustainable livelihood promotion for women, youth, children, dalits, landless, small and marginal farmers, people living below the poverty line and people with special ability. The work spreads across Maharashtra, Madhya Pradesh and Gujarat.

In 2011-2012, YRA implemented the value and quality education program of the HRD Ministry of Government of India in 8 districts of Vidarbha within the youth. (Value Education for Reconstruction of Rural Processes).

With the objective of quality education YRA has pioneered Child Parliament in all the Zilla Parishad schools in the blocks and districts of interventions as a common agenda. Due to our intervention we could stop 490 girls from dropping out of schools and provide access to clean sanitation facilities to 1700 students.

We have realized that along with physical wellbeing the mental health of the children is also equally important. Thus, we decided to develop a program to impart Value Education to the school children by fulfilling their emotional & spiritual needs to foster their wellbeing.

OBJECTIVE OF THE STUDY

Recognizing the significance of moral values is crucial for a purposeful life. In the pursuit of happiness, materialism has led to selfishness and loneliness, over shadowing the simplicity of life. The present generation's business like mindset undermines genuine appreciation, gratitude, and the understanding that true control remains elusive despite life's calculations.



Understanding and practicing spirituality will help in knowing our purpose in life, its true meaning and experience fulfillment. As young minds have more receptive capacity, we need to start early and help children build their own future by being responsible for themselves, others, society and environment.

With this objective in mind, the Pilot Project was initiated.

INTRODUCTION OF THE PILOT PROJECT-

The most concise definition of education is 'Preparation for Life', aligns with the uncontrollable essence of life, emphasizing acceptance, play, performance and completion guided by the universal law of spirituality. Recognizing the importance of humane qualities, Right to Education (RTE) emphasizes to instill ethical, moral and spiritual principles in learners. However the current education system focuses on skill development and lacks in nurturing humane qualities. There is an urge for moral education to shape a more compassionate and resilient future generation.

We approached numerous [21] schools as our target was to cover at least 500 students from classes IX & X for the Pilot Project. We received approval from 7 schools for conducting the Pilot Project workshops, covering 677 students from classes IX & X.

Challenges that we met while selecting schools were-

- The school calendar for 2023-2024 was already prepared and was being executed. As such, schools found it difficult to fit in the 'Value Education' workshops in the already packed up calendar.
- The workshops were to be held from September 2023 to December 2023. This was the time for their term exams, which would pose hindrance for conducting workshops.
- Schools participate and organize different intra school and inter school competitions, annual sports & annual day celebrations during this period.
- This was the time for the Navaratri, Deepawali and Christmas vacation, as such less number of students would be available.
- Class X syllabus completion was a major target for every school.

HYPOTHESIS

- A hypothesis is a temporary truth which is accepted while exploring a phenomenon and guides the search for truth.
- Rooted in cultural heritage, hypothesis stems from experiences, analogies and intelligent guesses.
- This research uses the 'Prediction Form' of hypothesis aligning to expected principles, logical consistency and adherence to Universal Laws.
- The researcher seeks divine guidance as spirituality holds all answers to psychological and physical issues.
- An attempt is made to quantify spiritual practices for scientific scrutiny and bridging the gap between qualitative and quantitative realms.



- The study entwines cultural wisdom, hypothesis testing and moral insights to unlock life's success through the understanding and practice of spirituality.
- A Pilot Project was initiated to address the necessity of Value Education with classes 9th and 10th in Nagpur schools. Educationists affirmed the need of Value Education through Online questionnaire. Onsite visits highlighted the absence of Responsibility among adolescents. Consequently, Value Education Workshops were proposed for classes 9th and 10th to instill a sense of responsibility before their 2024 Board Examinations.



CHAPTER 2

RESEARCH METHODOLOGY

PROBLEM IDENTIFICATION AND FORMULATION

Problem Identification-

Defining the problem: On the very outset, we think there is a need to study the effect of Value Education and Spirituality on Responsibility.

It has been noticed that a decline in values amongst students from middle school onwards.

Children in the Primary School are more innocent and their behavior childish. Once these children come to the middle school stage, they are taken up by their surroundings as they become more observant. Middle school students soak up everything around them and are generally influenced by Parent, Teachers, and Peers. They become interested in the life of grown-ups.

As their power of understanding and judgment lacks maturity, very few are able to differentiate between what should be accepted or rejected. It is very important for the Parent and Teacher to be aware and alert that they are being noticed keenly and their characteristic traits being taken up completely by the children between the age group of 11 years to 14 years and onwards. The mind of such children fight a tussles between their inner and outer self when they find out that what they are taught and what is generally practiced is poles apart.

Here, we wish to mention an incident, where a student of the facilitator studying in class seven, had picked up a set of color pencils from her class mate's bag. Incidentally, she was caught and was brought to the facilitator, as she was her class teacher. The child was extremely ashamed of the act of theft performed by her and finally asked an innocent question. "Miss! My father also gets pencils, pens, papers, erasers, and scales from his office for me and my brother. He never buys stationery for us. Is he also stealing from his office?"

It was one of the most difficult questions faced by the Facilitator in her life, which prompted her to think, how strongly our actions and words affect a child. The deterioration of moral values in our generation has made the young minds impure. There is deterioration in all fields of life namely socio-cultural, economic, political and religious. The older generation who has already developed a habit of impure thoughts and actions, needs time and effort to change.

It is observed that the extent of immorality and deterioration of values amongst children are high, which proves that the society at large is corrupt. Due to over pampering and over protection given to children mostly by their parent, today's kids grow up with the notion that life gives whatever they want. Such children are not used to 'NO' for an answer! As mature individuals, we understand that the hiccup one faces in life's journey is bound to come. Being responsible helps one to overcome any such situation. One needs to understand that the spiritual aspect of responsibility is that our future and destiny is in our own hands and we are solely responsible for making or breaking our life.



Young minds, having more of observing and absorbing power can be molded in the required shape. Thus, if Spirituality is introduced early in life, understanding it will be easier.

The reason for taking up Responsibility is because the educationist, school principals and teachers in Nagpur almost unanimously felt the need to increase awareness of their students to think and behave with responsibility.

Secondly, the first step towards courage to face challenges, remain disciplined, focused, the ability to differentiate between the right and wrong choice and to be empathetic comes from being RESPONSIBLE.

Formulation-

It was decided that a minimum of 4 days workshop with students of classes 9th and 10th will be conducted.

Personal data of 677 students from the 7 schools [refer to annexure] were collected under the following heads-

1. Name of Student _____
2. Student Willing / Unwilling to _____
participate in workshop
3. Gender _____
4. Age _____
5. Category- Gen/SC/ST/OBC/ Others _____
6. Lives with Father _____
7. Lives with Mother _____
8. Lives with Grand Parents _____
9. Nuclear/ Joint Family _____
10. Total Number of Siblings _____
11. Number of Elder Siblings _____
12. Number of Younger Siblings _____
13. Is Mother Working? _____
14. Is Father Working? _____
15. Income Group _____

4 days of workshop was conducted. The duration ranged between 75 minutes to 90 minutes of each workshop.

All participants who were present and willing registered for the workshop by writing their name, contact number and signature.



On the first day, the participants were given a Multiple Choice Question type questionnaire on Responsibility, which they answered as per their understanding. They were requested to be honest in their answers.

This was followed by explaining to the participants why has the moral value of Responsibility been taken up, sessions on the topic will be conducted to help them meditate, make them realize the meaning and definition of Responsibility, types of responsibility, why one finds it difficult to remain responsible, how to inculcate the value of responsibility in self, the universal law of responsibility and its spiritual aspect and finally depict their understanding of responsibility through plays or speeches. On the last day, the same questionnaire will be given to them for getting their responses after understanding responsibility as a moral value.

It was essential to get both the responses of a participant to do a comparative study of their level of improvement in the particular moral value. All participants who have answered both the questionnaires will be given an individual evaluation report- helping them understand their status for further improvement.

Out of 677 participants, only 455 participants gave response to both the beginning and concluding questionnaire. The reasons being-

1. Absent on the first day of the workshop, as such did not give response to the beginning questionnaire- 127 absent
2. Not present on the last day of the workshop, as such was unable to give response to the concluding questionnaire- 222 absent

The reason for absence were-

1. Physically not fit
2. Out of station
3. Heavy rain and water logging
4. Family crisis/celebration like death, hospitalization or marriage.
5. Absence before and after Navratri and Deepawali vacations
6. Practicing for intra school or inter school sports, dance, essay writing, song, math and science Olympiad etc.
7. Preparation for annual sports or annual day celebration
8. Preparation to welcome the visit of the Honorable President of India
9. Some participants found the workshops to be 'Thought Provoking' which made them tired. They found the idea to understand self a challenging task

DELIMITATION OF THE PROBLEM

Referring to the Pilot Project Topic- Studying the effect of the Moral value of RESPONSIBILITY and its Spiritual aspect on a group of High School Students of the city of Naggur, Maharashtra



- BornaE Ghosh have joined as Consultant and Chief Facilitator- Value Education with Yuva Rural Association, Nagpur, Maharashtra.
- Nagpur is the winter capital of the state of Maharashtra, a Metropolis and cosmopolitan by nature.
- The High School students of classes IX & X are from a combination of Urban and Rural background.
- The age group of the participants of the Value Education workshop ranges from 14 to 16 years.
- All schools are co-educational

LIMITATIONS OF THE PROBLEM

Schools within the periphery of Nagpur city.

Nagpur is cosmopolitan in nature.

The topic chosen is more qualitative than quantitative.

Method of data collection is through questionnaire.

Participants were expected to answer questions truthfully which may be otherwise given.

As the questions were not of regular type, participants tried to copy answers from their neighboring peers. Many participants needed a 'Hindi' translation of the English questions. Some also asked for an example to understand the questions.

A set of 10 questions on Responsibility was given to the participants to answer. The answer to the questions were to be given by choosing one of the five options of- Always, Usually, Often, Sometimes and Never.

After the collection of the first questionnaire on the first day the workshops were conducted with meditation, activities, moral stories, brain storming sessions, discussions, debates, analysis and reasoning, doubt clearing, experience sharing etcetera. There were absentees on each day when workshop was held.

On the concluding day, participants were shuffled [seating place changed] before distributing the question paper. Those who did not give answers as per their understanding showed a marked decline in their given answers.

We strongly feel that had more time been devoted, at least 6 months with 1 workshop per week, far more promising and better results could be achieved.

Among the 21 innate qualities of the soul, only responsibility has been taken up.

JUSTIFICATION OF THE PROBLEM

The first and foremost justification for taking up the Pilot Project is the massive deterioration of moral values in children, young adults and society at large.

Children are like lump of clay that could be given any desired shape during their formative period.

Children are our future generation the pillars of this great nation.

Spirituality is the basis of peace, happiness and success in any individual's life



A responsible young mind with a strong spiritual knowledge is bound to transform the darkness of Deterioration into light of Development.

RESEARCH DESIGN AND TYPE

Field of Research	:	Value Education & Spirituality
Purpose of Research	:	Determination of Cause
Place of conduct of Research	:	Field-Nagpur City, Maharashtra
Application	:	Applied Research
Data gathering Device	:	Questionnaire
Form of Thinking	:	Deductive
Control of Factors	:	Uncontrolled Experimentation



CHAPTER 3

RESEARCH METHOD AND TECHNIQUES OF DATA COLLECTION

The research method applied here is Survey Method and the technique of data collection is through Questionnaire. Student participants of classes IX & X of the 7 schools [refer annexure] were given a set of 10 questions of MCQ pattern on Responsibility.

The answer chosen by the participants were any one among the five options of Always, Usually, Often, Sometimes and Never. The Hindi terminology for each word was also given to them to make them understand better. Each question was read out clearly. Hindi translation of the question was given when asked. Some participants asked for an example to understand the question better. They were requested not to suppress their feelings and be honest in answering the questions.

During the workshop participants were taught to meditate, make them realize the meaning and definition of Responsibility, types of responsibility, why one finds it difficult to remain responsible, how to inculcate the value of responsibility in self, the universal law of responsibility and its spiritual aspect and finally depict their understanding of responsibility through plays or speeches.

On the last day, the same questionnaire was given to them for getting their responses after understanding responsibility as a moral value and as per their present understanding. On the concluding day, participants seating place was changed before distributing the question paper. Those who had given answers copying from their neighboring peers showed a marked decline in their given answers.

The method of survey is 'Indirect Observation'. Each of the 10 questions are dealt separately to find out the shift in their belief system before and after the workshop.

The questionnaire is structured and is of restricted or close form type. Answers to this type of questions are filled out easily, takes less time, is more objective, acceptable convenient and fairly easy to evaluate and analyze.



CHAPTER 4

ANALYSIS AND INTERPRETATION OF INDIVIDUAL QUESTIONS ON RESPONSIBILITY

Each question is analyzed and interpreted. Comparison is done between the Pre and Post counseling response. Later an overall interpretation of the findings is done.

ANALYSIS

Pre and Post workshop analysis of the answers given by the High School students of classes IX & X from 7 different schools in Nagpur, Maharashtra on Responsibility shows an amazing Positive trend. 4 days workshop was conducted with each class in each school. The minimum gap between 2 workshops was 7 days. Seeing the trend of development, it can be easily predicted that even better results could be obtained if Spiritual Counseling is continued with them throughout an academic year.

It will not be farfetched that Spiritual Counseling at an early age is bound to benefit an individual and also the society at large.

10 multiple choice questions [MCQ] on Responsibility was given to the participants. In the following pages, each question will be analyzed with a Comparative Bar Diagram on the average marks obtained by 455 participants on the response given by them Pre and Post workshop. The variables are plotted on the "Y" axis.

Also, a comparative Pie Chart is given showing the responses of girls and boys pre and post workshop using total actual marks obtained by participants.

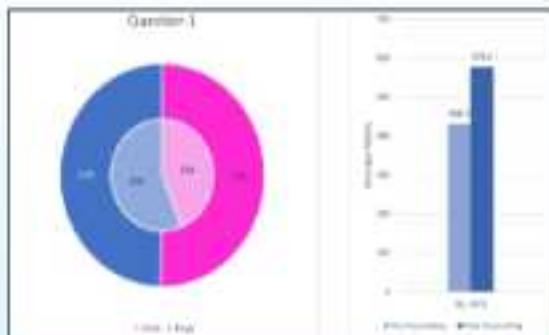
Every question has 5 options- Always, usually, Often, Sometimes, Never, which contained values ranging from 0 to 100.

The left hand bar [light blue in color] shows the Pre workshop average marks obtained by 455 participants while the right hand bar [deep blue in color] shows the Post workshop average marks obtained by the same 455 participants. Percentage rise or fall of the average marks of 455 participants is also mentioned.

QUESTION NUMBER 1

I prefer to complete my assignments at my own pace

- i. Always
- ii. Usually
- iii. Often
- iv. Sometimes
- v. Never



The Bar diagram shows average marks obtained by the participants in the 1st question pre workshop is 430.7 while the average marks obtained post workshop is 576.4. There is a rise of 33.8% depicting a positive trend.

33.8% more participants chose to improve their concept of using time responsibly

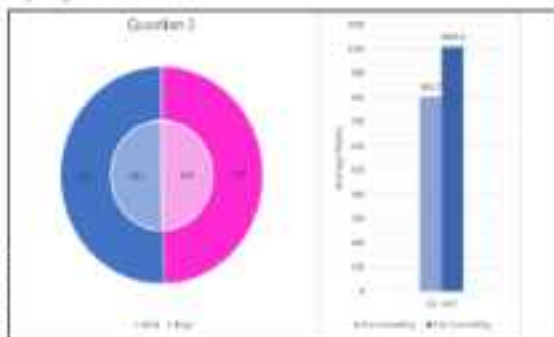
In the Pie Chart, Girls have score 6550 marks in the beginning questionnaire (158th). Boys have scored 8425 marks in the beginning questionnaire (201st). Total marks scored 14975 in the beginning questionnaire. Response to the concluding questionnaire post workshop shows a positive trend or rise to 10350 marks by Girls (181st) while boys scored 10225 marks- (179th) and a total score of 20575 suggesting a positive rise of thought process on being self, others, society and environment responsible.

Participants show an understanding of importance of time, meeting deadlines and valuing time on a daily basis.

QUESTION NUMBER 2-

I _____ want someone to remind me of my responsibilities

- Always
- Usually
- Often
- Sometimes
- Never



The Bar diagram shows average marks obtained by the participants in the 2nd question pre workshop is 802.7 while the average marks obtained post workshop is 1008.8.

There is a rise of 25.7% depicting a positive trend. 25.7% more participants chose to improve their idea of responsibility for self, others, situation and environment

In the Pie Chart, Girls have score 14275 marks in the beginning questionnaire (179th). Boys have scored 14425 marks in the beginning questionnaire (181st). Total marks scored 28700 in the beginning questionnaire. Response to the concluding questionnaire post workshop shows a positive trend or rise to 17575 marks by Girls (178th) while boys scored 17975 marks- (182nd) and a total score of 35550 suggesting a positive rise of thought process on having an urge to be responsible.

Participants show an improvement in the understanding that responsibility is an urge from within. It is done because time, situation and proper sense of judgment calls for the response and a call for duties by an individual.

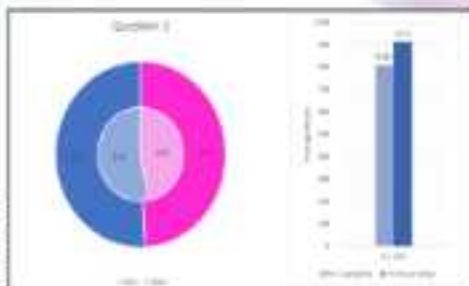


QUESTION NUMBER 3

I _____ prioritize leisure and personal activities over commitments

- I. Always
- II. Usually
- III. Often
- IV. Sometimes
- V. Never

The Bar diagram shows average marks obtained by the participants in the 3rd question pre workshop is 808.2 while the average marks obtained post workshop is 913.5. There is a rise of 13% depicting a positive trend.



In the Pie Chart, Girls have score 13375 marks in the beginning questionnaire (16.5%). Boys have scored 15125 marks in the beginning questionnaire (19%). Total marks scored 28500 in the beginning questionnaire

Response to the concluding questionnaire post workshop shows a positive trend or rise to 15200 marks by Girls (17.7%) while boys scored 15775 marks- (18.3%) and a total score of 30975 suggesting a positive rise of thought process on remaining committed and being responsible for it.

It must be remembered that the participants are adolescent children. They are given as less or no responsibility by their parent. Till the age of 16, most school going children are at the receiving end. They are not even expected to be responsible as parent cater to their need and consider them to be kids who need to be guided and protected.

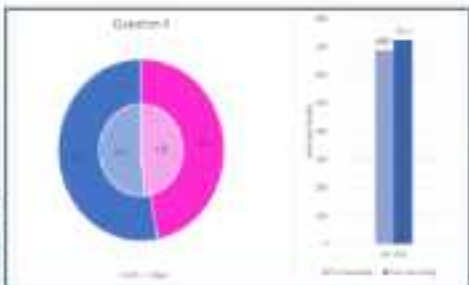
Thus children of this age do not understand the value of commitment. That commitment should be the priority comparing other activities. To break this mindset of the adolescent child repeated spiritual counseling is a must.

QUESTION NUMBER 4

I _____ believe that personal abilities in a group setting remains unnoticed

- I. Always
- II. Usually
- III. Often
- IV. Sometimes
- V. Never

The Bar diagram shows average marks obtained by the participants in the 4th question pre workshop is 689.1 while the average marks obtained post workshop is 724.2. There is a rise of 5.1% depicting a positive trend.



In the Pie Chart, Girls have score 11800 marks in the beginning questionnaire (175th). Boys have scored 12525 marks in the beginning questionnaire (185th). Total marks scored 24325 in the beginning questionnaire.

Response to the concluding questionnaire post workshop shows a drop in the marks obtained by Girls-11725 marks by Girls (168th) while boys score shows a rise of 13425 marks- (192th) and a total score of 25150 suggesting a positive rise overall of thought process on remaining committed and being responsible for it. Spiritual counseling is suggested for the girls.

The idea of 'Ubuntu'- I am what I am because of who we all are, is not prevalent in Indian society. We strive for betterment, but only for self. Children need to be told about the power of giving, sharing and empathy. Being grateful and acknowledging the role and support of others who have paved for my excellence is a deep sense of responsibility one must understand.

Being greedy for name, fame, belittling others and projecting self is not going to stay for long. One can steal honey from the honey bees but will not be able to develop the capacity to produce honey. The sense of one for all and all for one is sure to strengthen this majestic country by practicing and not merely being vocal.

This sense of responsibility of practicing 'Unity is Strength' need to be instilled in young minds to improve the rise of 5% to a greater number.

QUESTION NUMBER 5:

I _____ prefer to admit that I don't know something

- i. Always
- ii. Usually
- iii. Often
- iv. Sometimes

The Bar diagram shows average marks obtained by the participants in the 5th question pre workshop is 589.7 while the average marks obtained post workshop is 556.6. There is a fall of 33.1 depicting a negative trend.



In the Pie Chart, Girls have score 10725 marks in the beginning questionnaire (184th). Boys have scored 10225 marks in the beginning questionnaire (176th). Total marks scored 20950 in the beginning questionnaire.

Response to the concluding questionnaire post workshop shows a positive trend or rise to 9400 marks by Girls (177th) while boys scored 9725 marks- (183th) and a total score of 19125 suggesting a negative trend of thought process on accepting about self ignorance.

Most adolescent children are always more concerned about the outside world than check within. They are more focused on their looks, dressing sense, and how much they know. That is the reason most children of this age group do not ask questions to clarify doubts. They do not want to show to their peers that there are so many things not known to them for the fear of being the laughing stock of the group.



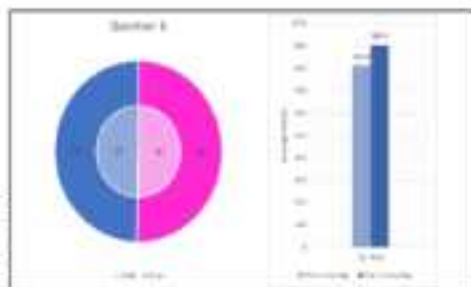
Their eagerness to maintain a false identity of their self-overpowers their quest for knowledge. This inconsistency in their thought process has led to the negative trend. More sessions and spiritual counseling is needed in order to make adolescent age group understand that actual power of knowledge is long term and false identity will crumble down like a pillar of cards. It is what you are within that matters and not who you take yourself to be.

QUESTION NUMBER 6-

I _____ believe that people and circumstances are responsible for the mistakes committed by me

- i. Always
- ii. Usually
- iii. Often
- iv. Sometimes
- v. Never

The Bar diagram shows average marks obtained by the participants in the 6th question pre workshop is 814.8 while the average marks obtained post workshop is 905.9. There is a rise of 11.2% depicting a positive trend.



In the Pie Chart, Girls have score 14350 marks in the beginning questionnaire (58%). Boys have scored 14275 marks in the beginning questionnaire (57%). Total marks scored 28625 in the beginning questionnaire.

Response to the concluding questionnaire post workshop shows a positive trend or rise to 16075 marks by Girls (58%) while boys scored 15975 marks.

(57%) and a total score of 32050 suggesting a positive rise of thought process on remaining committed and being responsible for it. Interestingly the ratio of development among boys and girls remain the same pre and post workshop.

The inability of accepting one's mistakes is rampant in the present times. It is always easy to point fingers towards others. Accepting one's mistake is to take responsibility of one's action.

One needs to accept the fact that to err is human. One has the opportunity to correct one's own self by the mistakes committed and take the responsibility to change for the better. To bring a change in self needs effort and patience which the present generation lacks. Also, due to limited view of life and lacking the purpose of life one feels it is easy to change or charge others- which sadly is an uncontrollable factor.

The findings of this question explains that there is 11.2% positive change in the thought process of the participants in regard to the ability of acceptance and changing self.

QUESTION NUMBER 7-

I _____ believe that taking responsibility of the consequences of my actions on others and environment will reduce my freedom



- i. Always
- ii. Usually
- iii. Often
- iv. Sometimes
- v. Never

QUESTION 7

The Bar graph shows the average marks obtained by the participants in the 7th question pre workshop is 732.8 while the average marks obtained post workshop is 642.4. There is a fall of 12.3 % depicting a negative trend.



In the Pie Chart, Girls have score 12025 marks in the beginning questionnaire (16.9%). Boys have scored 13625 marks in the beginning questionnaire (19.1%). Total marks scored 25650 in the beginning questionnaire.

Response to the concluding questionnaire post workshop shows a negative trend or fall of 10400 marks by Girls (16.5%) while boys scored 12350 marks- (19.5%) and a total score of 22750 suggesting a negative fall of thought process on keeping a balance between self-control and freedom of action.

The adolescent young adults are emotionally charged. They are guided more by emotions than by reasoning. Secondly, their inability to control their mind does not help them in gaining confidence. There is inconsistency in their thought process.

Taking responsibility in changing one's own self and remaining confident needs experience and maturity of thought. Thus, in spite of the reasoning given to change one's mindset and practices and continue life remaining free and confident, during the workshop, participants choose to remain conscious and discard the sense of freedom in taking the responsibility of the consequences of their action on people and environment.

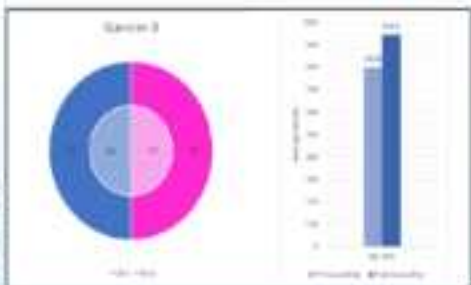
Spiritual counseling is needed to change the mindset.

QUESTION NUMBER 8-

I _____ feel that responsibility is the cause of stress

- i. Always
- ii. Usually
- iii. Often
- iv. Sometimes
- v. Never

The Bar graph shows average marks obtained by the participants in the 8th question pre workshop is 799.8 while the average marks obtained post workshop is 946.9. There is a rise of 18.4 % depicting a positive trend.



In the Pie Chart, Girls have score 14125 marks in the beginning questionnaire (179). Boys have scored 14250 marks in the beginning questionnaire (181). Total marks scored 28425 in the beginning questionnaire.

Response to the concluding questionnaire post workshop shows a positive trend or rise to 16525 marks by Girls (180) while boys scored 16550 marks- (180) and a total score of 33075 suggesting a positive rise of thought process on understanding that responsibility is never the cause of stress. Interestingly the ratio of development of thought process in girls and boys in the post questionnaire is equal.

Parent has a tendency to over protect their wards and over pamper them. This results in low sense of responsibility in them. They are in the habit of receiving rather than giving. So, a meager load of responsibility becomes a cause of stress for them, as they are not used to taking responsibility.

During the workshop through moral stories and sharing life experiences the participants were convinced that it is essential to take responsibility in order to strengthen oneself for the life that awaits them. There is a rise of 18.4% in the thought process that responsibility is not the cause of stress.

QUESTION NUMBER 9

Taking responsibility is _____ inviting challenges in one's life

- Always
- Usually
- Often
- Sometimes
- Never

The Bar graph shows average marks obtained by the participants in the 9th question pre workshop is 769.9 while the average marks obtained post workshop is 913.2. There is a rise of 18.6% depicting a positive trend.



In the Pie Chart, Girls have score 13450 marks in the beginning questionnaire (184). Boys have scored 12800 marks in the beginning questionnaire (176). Total marks scored 26250 in the beginning questionnaire.

Response to the concluding questionnaire post workshop shows a positive trend or rise to 16400 marks by Girls (185) while boys scored 15450 marks- (175) and a total score of 31850 suggesting a positive rise of thought process that taking responsibility is never a challenge. Interestingly the ratio of development among boys and girls remain the same pre and post workshop as their choice of answer shows improvement.

The practice of escapism among young adults has led to this question on responsibility. In order to make children responsible they are needed to be put

in trying situations. Parent and teachers need to start early in getting children used to challenges, face them, solve them with a calm and clear mind without compromising on the morals and ethics.



There is a positive increase of 18.6% in the thought process of the participants to take responsibility without considering it to be a challenge.

QUESTION NUMBER 10-

Taking responsibility is _____ to forego your rights and only perform duties

- I. Always
- II. Usually
- III. Often
- IV. Sometimes
- v. Never



The Bar graph shows average marks obtained by the participants in the 10th question pre workshop is 789.5 while the average marks obtained post workshop is 900.3. There is a rise of 14% depicting a positive trend.

In the Pie Chart, Girls have score 135.00 marks in the beginning questionnaire (178th). Boys have scored 138.00 marks in the beginning questionnaire (181st). Total marks scored 273.00 in the beginning questionnaire.

Response to the concluding questionnaire post workshop shows a positive trend or rise to 153.50 marks by Girls (174th) while boys scored 165.00 marks (186th) and a total score of 318.50 suggesting an overall positive rise of thought process in understanding that performing duties will fetch right. The ratio of development among girls have reduced compared to boys due to the social structure which gives a boy child more privileges than a girl child.

Spiritual counseling is needed for girls to bring them out from this mind set.

Young adults have a notion that rights are obtained by birth whereas duties are kind of compulsion. Duties or responsibilities weighs heavy and smart people are those who are able to evade duties and only enjoy rights.

Through the work shop the mindset of 14% participants have changed to the fact that duties bring in rights. They go hand in hand. One cannot enjoy rights without performing duties and one who perform their duties will be given rights naturally.



CHAPTER 5

CONCLUSION

Summing up the topic of the Pilot Project- **Studying the effect of the Moral Value of RESPONSIBILITY and its Spiritual aspect on a group of High School Students of the city of Nagpur, Maharashtra-** It can be confirmed that Responsibility is a basic qualitative aspect of human nature, which can be quantitatively and statistically proved that practicing the moral value of Responsibility is sure to improve the quality of an individual and life in general.

Out of the 677 students from seven schools of Nagpur, 455 of them gave their response to the beginning and concluding questionnaire. Out of the 455 students 222 are girls and 233 are boys of classes IX & X. The % of girls and boys are 49 and 51 respectively. Nagpur being a metropolis, the thought process of both genders is more or less the same, except few deep rooted SANSKARS- culture or manner that is prevalent in the patriarchal Indian society.

The study includes answering the questionnaire on Responsibility pre and post workshop and the in between period of discussions, debates, doubt clearing, brain storming sessions intermittent with activities, moral stories and anecdotes from life experiences turned out to be fruitful.

There are recordings of participants [students of classes IX & X from all 7 schools covered in the pilot project], teachers and principals stating that the workshop on Responsibility have created a difference in the thought process of the participants. Parents have reported that changes have been noticed.

It is to be noted that the number of participants [455] scoring between the range of 50% to 100% [Grades- B, B+, A, A+] shows an increase from 295(65%) to 348(76%) in head count while those scoring between the range of 0% to 50% [Grades- E, D, C, C+] has reduced from 159(35%) to 107(24%) in head counts pre and post workshop respectively. This change has happened with 4 days of value education workshop with each session duration between 75 min to 90 min. Here we wish to mention that if such value education workshops are conducted on a regular basis with the students along with spiritual counseling there is bound to be a positive change as spirituality is the key to a happy and peaceful life.

There are aspects like acceptance, courage, patience, cooperation, truthfulness, optimism, stability, resourcefulness, humility, introversion, confidence, determination etc which if dealt with students from classes VIII to XII, is sure to yield positive results.

Spiritual knowledge, understanding and practice should begin at a very early stage and should be monitored keenly so that at every point the learner is told and proved the effect of spiritual practices in his or her life. This demand for faith, knowledge and understanding of spirituality and values amongst parents and teachers who are the foremost guiding light for the child.

Adhering to values in one's life makes a person grow in one's own estimation. This brings in positivity and finally the realization of dreams leading to a complete, fulfilling and fruitful life.

It is high time we stop denying the importance of spirituality in our lives. We start early with the young adults which will save them from becoming robotic and be humane. We have created the world we live in, which undoubtedly is highly dissatisfactory. We love things and use people! Humanity is about loving people and using things. This change in definition will make a world of difference.



CHAPTER 6

SUGGESTIONS

The innate qualities of a soul are

Acceptance
Courage
Patience
Co-operation
Forgiveness
Responsibility
Truthfulness
Optimism
Stability
Self esteem

Purity

Resourcefulness
Commitment
Lightness
Happiness
Humility
Introversion
Detachment
Confidence
Determination
Dignity

The above mentioned qualities are innate to the soul which takes a back seat due to our materialistic practices and surroundings. These qualities through focus and practice can be inculcated to improve one's quality of life provided one is keen to do so. All of them are either related to each other or dependent on each other and can be worked on for an individual to flourish.

All these aspects can be studied singularly or in combination to prove it mathematically and scientifically those qualitative aspects of life can improve us quantitatively. The scope of the study is immense and is sure to produce positive results for skeptics who ask for proof on the role played by values and practicing spirituality.



CHAPTER 7

LIMITATIONS

In this Pilot Project the moral value of Responsibility has been dealt with. There are other innate qualities [refer Suggestions] of the soul as values which also need to be worked upon.

The workshops have been conducted on students from classes IX & X from 7 schools in the city of Nagpur, Maharashtra. These workshops are best suited for children from class VIII to XII. Due to shortage of resources and time more number of classes and schools could not be covered.

Nagpur being a metropolis, we find similar thought process among boys and girls as children have access to internet and modern trends.

We believe more participants could voice their feelings had they got the chance to speak in their mother tongue. In all schools, the inner meaning of the questions and the options given in the questionnaire had to be translated in Hindi for the clarity of the participants.

More time is needed if a concrete change is to be noticed among participating children. Spiritual counseling is recommended for many individual participants and regular support needs time, resources and effort. Only 4 days of workshop is not sufficient. The result shows that the participants are clearly influenced, but the longevity of the influence and impact is of short duration.



CHAPTER 8

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15. Videos of Swami Tadatmananda- Founder of Arsha Bodha Centre- Somerset, New Jersey- 08873
16. Videos of Sadhguru- Founder of Isha Foundation, Coimbatore, India
17. BK Shivani- Motivational Speaker and Spiritual Mentor representing The Brahma Kumaris World Spiritual Organization
18. Moral stories, fables, anecdotes and experiences of the Chief Facilitator and writer of this research report
19. Google search engine



Annexure I

The details of the schools that were willing to execute the Pilot Project are as follows:-

Sl. No	Name of School	Address of school	Class X Boys	Class X Girls	Class IX Boys	Class IX Girls	Total Students IX & X
1	Saket Convent	Hudkeshwar Rd, Ingole Nagar, Chandrakiran Nagar, Nagpur, Maharashtra- 440034	16	15	18	23	72
2	New Apostolic English High School	48, Opposite Police HQ, Kulde Layout, Manewada, Nagpur, Maharashtra- 440027	44	42	28	29	143
3	Shanti Vidya Shivan	4272+CPW, Hingna, Digdoh, Maharashtra- 440016	24	26	21	31	102
4	Shangrila English High School	Hingna Road, Sangam, Wanadongri, Nagalwad, Maharashtra- 441110	22	14	26	24	86
5	Shree Sai Nath Convent	8 th Mile, 45 Sai Valley, Amravati Road, Nagpur, Maharashtra- 440023	49	22	19	18	108
6	Vidya Sadhana Convent	Jaitala Road, Ahiya Nagar, Prasad Nagar, Nagpur, Maharashtra- 440036	15	22	50	44	131
7	Gyotri Convent	Giri Balaji Nagar, Hudkeshwar Nagpur 440034	x	x	15	17	35
TOTAL			170	141	180	186	677



Annexure II

The questionnaire given to the participants on Responsibility is given for perusal-

Dear participant,

Kindly read the instruction given below CAREFULLY before attempting the answers:

- 1 There is NO wrong answer or NEGATIVE marking. All answers given by you will depict the person that you are
- 1 It is mandatory to be HONEST while giving these answers
- 1 The answers given by you will help you understand YOURSELF and help us STRENGTHEN you
- 1 Read the questions THOROUGHLY before answering them
- 1 You are requested NOT to discuss questions with your peers/friends/teachers before answering them
- 1 Please choose the option which is the CLOSEST to your heart

● ● ●



NAME: _____

CLASS: _____ SECTION: _____ DATE: _____

SCHOOL: _____

QUESTIONNAIRE ON RESPONSIBILITY:

1. I _____ prefer to complete my assignments at my own pace
 - i. Always
 - ii. Usually
 - iii. Often
 - iv. Sometimes
 - v. Never
2. I _____ want someone to remind me of my responsibilities
 - i. Always
 - ii. Usually
 - iii. Often
 - iv. Sometimes
 - v. Never
3. I _____ prioritize leisure and personal activities over commitments
 - i. Always
 - ii. Usually
 - iii. Often
 - iv. Sometimes
 - v. Never
4. I _____ believe that personal abilities in a group setting remains unnoticed
 - i. Always
 - ii. Usually
 - iii. Often
 - iv. Sometimes
 - v. Never
5. I _____ prefer to admit that I don't know something
 - i. Always
 - ii. Usually
 - iii. Often
 - iv. Sometimes
 - v. Never



6. I _____ believe that people and circumstances are responsible for the mistakes committed by me.
 - i. Always
 - ii. Usually
 - iii. Often
 - iv. Sometimes
 - v. Never
7. I _____ believe that taking responsibility of the consequences of my actions on others and environment will reduce my freedom.
 - i. Always
 - ii. Usually
 - iii. Often
 - iv. Sometimes
 - v. Never
8. I _____ feel that responsibility is the cause of stress.
 - i. Always
 - ii. Usually
 - iii. Often
 - iv. Sometimes
 - v. Never
9. Taking responsibility is _____ inviting challenges in one's life.
 - i. Always
 - ii. Usually
 - iii. Often
 - iv. Sometimes
 - v. Never
10. Taking responsibility is _____ to forego your rights and only perform duties.
 - i. Always
 - ii. Usually
 - iii. Often
 - iv. Sometimes
 - v. Never



ATTENDANCE RECORD- SAKET CONVENT- CLASS 9

Sl No	NAME OF STUDENT	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DATE
1	ABHIRAM K								2020.04.01
2	ABHIRAM K								2020.04.01
3	ABHIRAM K								2020.04.01
4	ABHIRAM K								2020.04.01
5	ABHIRAM K								2020.04.01
6	ABHIRAM K								2020.04.01
7	ABHIRAM K								2020.04.01
8	ABHIRAM K								2020.04.01
9	ABHIRAM K								2020.04.01
10	ABHIRAM K								2020.04.01
11	ABHIRAM K								2020.04.01
12	ABHIRAM K								2020.04.01
13	ABHIRAM K								2020.04.01
14	ABHIRAM K								2020.04.01
15	ABHIRAM K								2020.04.01
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31	ABHIRAM K								2020.04.01
32	ABHIRAM K								2020.04.01
33	ABHIRAM K								2020.04.01
34	ABHIRAM K								2020.04.01
35	ABHIRAM K								2020.04.01
36	ABHIRAM K								2020.04.01
37	ABHIRAM K								2020.04.01
38	ABHIRAM K								2020.04.01
39	ABHIRAM K								2020.04.01
40	ABHIRAM K								2020.04.01
41	ABHIRAM K								2020.04.01
42	ABHIRAM K								2020.04.01
43	ABHIRAM K								2020.04.01
44	ABHIRAM K								2020.04.01
45	ABHIRAM K								2020.04.01
46	ABHIRAM K								2020.04.01
47	ABHIRAM K								2020.04.01
48	ABHIRAM K								2020.04.01
49	ABHIRAM K								2020.04.01
50	ABHIRAM K								2020.04.01
51	ABHIRAM K								2020.04.01
52	ABHIRAM K								2020.04.01
53	ABHIRAM K								2020.04.01
54	ABHIRAM K								2020.04.01
55	ABHIRAM K								2020.04.01
56	ABHIRAM K								2020.04.01
57	ABHIRAM K								2020.04.01
58	ABHIRAM K								2020.04.01
59	ABHIRAM K								2020.04.01
60	ABHIRAM K								2020.04.01
61	ABHIRAM K								2020.04.01
62	ABHIRAM K								2020.04.01
63	ABHIRAM K								2020.04.01

TOTAL STUDENTS-#

TOTAL STUDENTS TAKING BOTH TESTS: 40

TOTAL BOYS TAKING BOTH TESTS-79

TOTAL GIRLS TAKING BOTH TESTS: 24

ATTENDANCE RECORD-
NEW APOSTOLIC ENGLISH HIGH SCHOOL, CLASS 1A

序 号	NAME OF STUDENT	DAY 1	DAY 2	DAY 3	DAY 4	P/F
1	王 斌 (WANG BIN)					NA/NA
2	王 斌 (WANG BIN)	NA	NA	NA	NA	NA/NA
3	王 斌 (WANG BIN)					NA/NA
4	王 斌 (WANG BIN)					NA/NA
5	王 斌 (WANG BIN)					NA/NA
6	王 斌 (WANG BIN)					NA/NA
7	王 斌 (WANG BIN)					NA/NA
8	王 斌 (WANG BIN)					NA/NA
9	王 斌 (WANG BIN)					NA/NA
10	王 斌 (WANG BIN)					NA/NA
11	王 斌 (WANG BIN)					NA/NA
12	王 斌 (WANG BIN)					NA/NA
13	王 斌 (WANG BIN)					NA/NA
14	王 斌 (WANG BIN)					NA/NA
15	王 斌 (WANG BIN)					NA/NA
16	王 斌 (WANG BIN)					NA/NA
17	王 斌 (WANG BIN)					NA/NA
18	王 斌 (WANG BIN)					NA/NA
19	王 斌 (WANG BIN)					NA/NA
20	王 斌 (WANG BIN)					NA/NA
21	王 斌 (WANG BIN)					NA/NA
22	王 斌 (WANG BIN)					NA/NA
23	王 斌 (WANG BIN)					NA/NA
24	王 斌 (WANG BIN)					NA/NA
25	王 斌 (WANG BIN)					NA/NA
26	王 斌 (WANG BIN)					NA/NA
27	王 斌 (WANG BIN)					NA/NA
28	王 斌 (WANG BIN)					NA/NA
29	王 斌 (WANG BIN)					NA/NA
30	王 斌 (WANG BIN)					NA/NA
31	王 斌 (WANG BIN)					NA/NA
32	王 斌 (WANG BIN)					NA/NA
33	王 斌 (WANG BIN)					NA/NA
34	王 斌 (WANG BIN)					NA/NA
35	王 斌 (WANG BIN)					NA/NA
36	王 斌 (WANG BIN)					NA/NA
37	王 斌 (WANG BIN)					NA/NA
38	王 斌 (WANG BIN)					NA/NA
39	王 斌 (WANG BIN)					NA/NA
40	王 斌 (WANG BIN)					NA/NA
41	王 斌 (WANG BIN)					NA/NA
42	王 斌 (WANG BIN)					NA/NA
43	王 斌 (WANG BIN)					NA/NA
44	王 斌 (WANG BIN)					NA/NA
45	王 斌 (WANG BIN)					NA/NA
46	王 斌 (WANG BIN)					NA/NA
47	王 斌 (WANG BIN)					NA/NA
48	王 斌 (WANG BIN)					NA/NA
49	王 斌 (WANG BIN)					NA/NA
50	王 斌 (WANG BIN)					NA/NA
51	王 斌 (WANG BIN)					NA/NA
52	王 斌 (WANG BIN)					NA/NA
53	王 斌 (WANG BIN)					NA/NA
54	王 斌 (WANG BIN)					NA/NA
55	王 斌 (WANG BIN)					NA/NA
56	王 斌 (WANG BIN)					NA/NA
57	王 斌 (WANG BIN)					NA/NA
58	王 斌 (WANG BIN)					NA/NA
59	王 斌 (WANG BIN)					NA/NA
60	王 斌 (WANG BIN)					NA/NA
61	王 斌 (WANG BIN)					NA/NA
62	王 斌 (WANG BIN)					NA/NA
63	王 斌 (WANG BIN)					NA/NA
64	王 斌 (WANG BIN)					NA/NA
65	王 斌 (WANG BIN)					NA/NA
66	王 斌 (WANG BIN)					NA/NA
67	王 斌 (WANG BIN)					NA/NA
68	王 斌 (WANG BIN)					NA/NA
69	王 斌 (WANG BIN)					NA/NA
70	王 斌 (WANG BIN)					NA/NA
71	王 斌 (WANG BIN)					NA/NA
72	王 斌 (WANG BIN)					NA/NA
73	王 斌 (WANG BIN)					NA/NA
74	王 斌 (WANG BIN)					NA/NA
75	王 斌 (WANG BIN)					NA/NA
76	王 斌 (WANG BIN)					NA/NA
77	王 斌 (WANG BIN)					NA/NA
78	王 斌 (WANG BIN)					NA/NA
79	王 斌 (WANG BIN)					NA/NA
80	王 斌 (WANG BIN)					NA/NA
81	王 斌 (WANG BIN)					NA/NA
82	王 斌 (WANG BIN)					NA/NA
83	王 斌 (WANG BIN)					NA/NA
84	王 斌 (WANG BIN)					NA/NA

TOTAL STUDENTS-42

TOTAL STUDENTS TAKING BOTH TESTS: 21

ATTENDANCE RECORD-
NEW APOSTOLIC ENGLISH HIGH SCHOOL- CLASS XB

Sl No	NAME OF STUDENT	DAY 1	DAY 2	DAY 3	DAY 4	P/TD
1	ABHIRAM K. GUNAM	P	P	P	P	100%
2	AJITH K. MISHRA	P	P	P	P	100%
3	AJITH K. MISHRA	P	P	P	P	100%
4	AJITH K. MISHRA	P	P	P	P	100%
5	AJITH K. MISHRA	P	P	P	P	100%
6	AJITH K. MISHRA	P	P	P	P	100%
7	AJITH K. MISHRA	P	P	P	P	100%
8	AJITH K. MISHRA	P	P	P	P	100%
9	AJITH K. MISHRA	P	P	P	P	100%
10	AJITH K. MISHRA	P	P	P	P	100%
11	AJITH K. MISHRA	P	P	P	P	100%
12	AJITH K. MISHRA	P	P	P	P	100%
13	AJITH K. MISHRA	P	P	P	P	100%
14	AJITH K. MISHRA	P	P	P	P	100%
15	AJITH K. MISHRA	P	P	P	P	100%
16	AJITH K. MISHRA	P	P	P	P	100%
17	AJITH K. MISHRA	P	P	P	P	100%
18	AJITH K. MISHRA	P	P	P	P	100%
19	AJITH K. MISHRA	P	P	P	P	100%
20	AJITH K. MISHRA	P	P	P	P	100%
21	AJITH K. MISHRA	P	P	P	P	100%
22	AJITH K. MISHRA	P	P	P	P	100%
23	AJITH K. MISHRA	P	P	P	P	100%
24	AJITH K. MISHRA	P	P	P	P	100%
25	AJITH K. MISHRA	P	P	P	P	100%
26	AJITH K. MISHRA	P	P	P	P	100%
27	AJITH K. MISHRA	P	P	P	P	100%
28	AJITH K. MISHRA	P	P	P	P	100%
29	AJITH K. MISHRA	P	P	P	P	100%
30	AJITH K. MISHRA	P	P	P	P	100%
31	AJITH K. MISHRA	P	P	P	P	100%
32	AJITH K. MISHRA	P	P	P	P	100%
33	AJITH K. MISHRA	P	P	P	P	100%
34	AJITH K. MISHRA	P	P	P	P	100%
35	AJITH K. MISHRA	P	P	P	P	100%
36	AJITH K. MISHRA	P	P	P	P	100%
37	AJITH K. MISHRA	P	P	P	P	100%
38	AJITH K. MISHRA	P	P	P	P	100%
39	AJITH K. MISHRA	P	P	P	P	100%
40	AJITH K. MISHRA	P	P	P	P	100%
41	AJITH K. MISHRA	P	P	P	P	100%
42	AJITH K. MISHRA	P	P	P	P	100%
43	AJITH K. MISHRA	P	P	P	P	100%
44	AJITH K. MISHRA	P	P	P	P	100%
45	AJITH K. MISHRA	P	P	P	P	100%
46	AJITH K. MISHRA	P	P	P	P	100%
47	AJITH K. MISHRA	P	P	P	P	100%
48	AJITH K. MISHRA	P	P	P	P	100%
49	AJITH K. MISHRA	P	P	P	P	100%
50	AJITH K. MISHRA	P	P	P	P	100%

TOTAL STUDENTS- 44

TOTAL STUDENTS TAKING BOTH TEST- 30

ATTENDANCE RECORD-
NEW APOSTOLIC ENGLISH HIGH SCHOOL- CLASS IX A

Sl No	NAME OF STUDENT	DAY 1	DAY 2	DAY 3	DAY 4	P/TD
1	ABHIRAM K. GUNAM	P	P	P	P	100%
2	AJITH K. MISHRA	P	P	P	P	100%
3	AJITH K. MISHRA	P	P	P	P	100%
4	AJITH K. MISHRA	P	P	P	P	100%
5	AJITH K. MISHRA	P	P	P	P	100%
6	AJITH K. MISHRA	P	P	P	P	100%
7	AJITH K. MISHRA	P	P	P	P	100%
8	AJITH K. MISHRA	P	P	P	P	100%
9	AJITH K. MISHRA	P	P	P	P	100%
10	AJITH K. MISHRA	P	P	P	P	100%
11	AJITH K. MISHRA	P	P	P	P	100%
12	AJITH K. MISHRA	P	P	P	P	100%
13	AJITH K. MISHRA	P	P	P	P	100%
14	AJITH K. MISHRA	P	P	P	P	100%
15	AJITH K. MISHRA	P	P	P	P	100%
16	AJITH K. MISHRA	P	P	P	P	100%
17	AJITH K. MISHRA	P	P	P	P	100%
18	AJITH K. MISHRA	P	P	P	P	100%
19	AJITH K. MISHRA	P	P	P	P	100%
20	AJITH K. MISHRA	P	P	P	P	100%
21	AJITH K. MISHRA	P	P	P	P	100%
22	AJITH K. MISHRA	P	P	P	P	100%
23	AJITH K. MISHRA	P	P	P	P	100%
24	AJITH K. MISHRA	P	P	P	P	100%
25	AJITH K. MISHRA	P	P	P	P	100%
26	AJITH K. MISHRA	P	P	P	P	100%
27	AJITH K. MISHRA	P	P	P	P	100%
28	AJITH K. MISHRA	P	P	P	P	100%
29	AJITH K. MISHRA	P	P	P	P	100%
30	AJITH K. MISHRA	P	P	P	P	100%
31	AJITH K. MISHRA	P	P	P	P	100%
32	AJITH K. MISHRA	P	P	P	P	100%
33	AJITH K. MISHRA	P	P	P	P	100%
34	AJITH K. MISHRA	P	P	P	P	100%
35	AJITH K. MISHRA	P	P	P	P	100%
36	AJITH K. MISHRA	P	P	P	P	100%
37	AJITH K. MISHRA	P	P	P	P	100%
38	AJITH K. MISHRA	P	P	P	P	100%
39	AJITH K. MISHRA	P	P	P	P	100%
40	AJITH K. MISHRA	P	P	P	P	100%
41	AJITH K. MISHRA	P	P	P	P	100%
42	AJITH K. MISHRA	P	P	P	P	100%
43	AJITH K. MISHRA	P	P	P	P	100%
44	AJITH K. MISHRA	P	P	P	P	100%
45	AJITH K. MISHRA	P	P	P	P	100%
46	AJITH K. MISHRA	P	P	P	P	100%
47	AJITH K. MISHRA	P	P	P	P	100%
48	AJITH K. MISHRA	P	P	P	P	100%
49	AJITH K. MISHRA	P	P	P	P	100%
50	AJITH K. MISHRA	P	P	P	P	100%

TOTAL STUDENTS- 28

TOTAL GIRL STUDENTS TAKING BOTH TEST- 16

TOTAL BOYS TAKING BOTH TEST- 8

TOTAL STUDENTS TAKING BOTH TEST- 34

ATTENDANCE RECORD

NEW APOSTOLIC ENGLISH HIGH SCHOOL- CLASS IX B

Sl No	NAME OF STUDENT	DAY 1	DAY 2	DAY 3	DAY 4	P/TD
1	ADARSH K SHARMA	P	P	P	P	100%
2	ADARSH K SHARMA	P	P	P	P	100%
3	ADITHYAN K	P	P	P	P	100%
4	ADITHYAN K	P	AB	P	P	100%
5	ADITHYAN K	P	AB	NO	P	100%
6	ADITHYAN K	P	P	P	P	100%
7	ADITHYAN K	P	P	P	P	100%
8	ADITHYAN K	P	P	P	P	100%
9	ADITHYAN K	P	AB	P	NO	0
10	ADITHYAN K	P	P	P	P	100%
11	ADITHYAN K	P	P	P	P	100%
12	ADITHYAN K	P	P	P	P	100%
13	ADITHYAN K	P	P	P	NO	0
14	ADITHYAN K	P	P	P	P	100%
15	ADITHYAN K	P	AB	P	P	100%
16	ADITHYAN K	P	P	P	P	100%
17	ADITHYAN K	P	AB	NO	P	100%
18	ADITHYAN K	P	AB	NO	P	100%
19	ADITHYAN K	P	AB	P	P	100%
20	ADITHYAN K	P	AB	P	P	100%
21	ADITHYAN K	P	P	P	P	100%
22	ADITHYAN K	P	P	P	P	100%
23	ADITHYAN K	P	AB	P	P	100%
24	ADITHYAN K	P	AB	P	P	100%
25	ADITHYAN K	P	P	P	P	100%
26	ADITHYAN K	P	P	P	NO	0
27	ADITHYAN K	P	P	P	P	100%
28	ADITHYAN K	P	AB	NO	P	100%
29	ADITHYAN K	P	AB	P	P	100%
30	ADITHYAN K	P	AB	P	P	100%

TOTAL STUDENTS- 29

TOTAL GIRLS TAKING BOTH TEST- 10

TOTAL STUDENTS TAKING BOTH TESTS- 26

TOTAL BOYS TAKING BOTH TESTS- 16

ATTENDANCE RECORD-

SHANTI VIDYA BHAVAN- CLASS 10

Sl No	NAME OF STUDENT	DAY 1	DAY 2	DAY 3	DAY 4	P/TD
1	ADARSH K SHARMA	P	P	P	P	100%
2	ADARSH K SHARMA	P	P	P	P	100%
3	ADARSH K SHARMA	P	P	AB	P	100%
4	ADARSH K SHARMA	P	P	AB	NO	0
5	ADARSH K SHARMA	P	P	AB	NO	0
6	ADARSH K SHARMA	P	P	AB	NO	0
7	ADARSH K SHARMA	P	P	AB	NO	0
8	ADARSH K SHARMA	P	P	AB	NO	0
9	ADARSH K SHARMA	P	P	AB	NO	0
10	ADARSH K SHARMA	P	P	AB	NO	0
11	ADARSH K SHARMA	P	P	AB	NO	0
12	ADARSH K SHARMA	P	P	AB	NO	0
13	ADARSH K SHARMA	P	P	AB	NO	0
14	ADARSH K SHARMA	P	P	AB	NO	0
15	ADARSH K SHARMA	P	P	AB	NO	0
16	ADARSH K SHARMA	P	P	AB	NO	0
17	ADARSH K SHARMA	P	P	AB	NO	0
18	ADARSH K SHARMA	P	P	AB	NO	0
19	ADARSH K SHARMA	P	P	AB	NO	0
20	ADARSH K SHARMA	P	P	AB	NO	0
21	ADARSH K SHARMA	P	P	AB	NO	0
22	ADARSH K SHARMA	P	P	AB	NO	0
23	ADARSH K SHARMA	P	P	AB	NO	0
24	ADARSH K SHARMA	P	P	AB	NO	0
25	ADARSH K SHARMA	P	P	AB	NO	0
26	ADARSH K SHARMA	P	P	AB	NO	0
27	ADARSH K SHARMA	P	P	AB	NO	0
28	ADARSH K SHARMA	P	P	AB	NO	0
29	ADARSH K SHARMA	P	P	AB	NO	0
30	ADARSH K SHARMA	P	P	AB	NO	0
31	ADARSH K SHARMA	P	P	AB	NO	0
32	ADARSH K SHARMA	P	P	AB	NO	0
33	ADARSH K SHARMA	P	P	AB	NO	0
34	ADARSH K SHARMA	P	P	AB	NO	0
35	ADARSH K SHARMA	P	P	AB	NO	0
36	ADARSH K SHARMA	P	P	AB	NO	0
37	ADARSH K SHARMA	P	P	AB	NO	0
38	ADARSH K SHARMA	P	P	AB	NO	0
39	ADARSH K SHARMA	P	P	AB	NO	0
40	ADARSH K SHARMA	P	P	AB	NO	0

TOTAL STUDENTS- 44

TOTAL STUDENTS TAKING BOTH TESTS- 30

TOTAL BOYS TAKING BOTH TESTS- 10

TOTAL GIRLS TAKING BOTH TESTS- 20

ATTENDANCE RECORD-
SHANGRILA ENGLISH HIGH SCHOOL-CLASS 9

S.N	NAME OF STUDENT	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
1	ADARSH K. SURESH	P	P	P	P	P
2	ADARSH K. SURESH	P	P	P	P	P
3	ADARSH K. SURESH	P	P	P	P	P
4	ADARSH K. SURESH	P	P	P	P	P
5	ADARSH K. SURESH	P	P	P	P	P
6	ADARSH K. SURESH	P	P	P	P	P
7	ADARSH K. SURESH	P	P	P	P	P
8	ADARSH K. SURESH	P	P	P	P	P
9	ADARSH K. SURESH	P	P	P	P	P
10	ADARSH K. SURESH	P	P	P	P	P
11	ADARSH K. SURESH	P	P	P	P	P
12	ADARSH K. SURESH	P	P	P	P	P
13	ADARSH K. SURESH	P	P	P	P	P
14	ADARSH K. SURESH	P	P	P	P	P
15	ADARSH K. SURESH	P	P	P	P	P
16	ADARSH K. SURESH	P	P	P	P	P
17	ADARSH K. SURESH	P	P	P	P	P
18	ADARSH K. SURESH	P	P	P	P	P
19	ADARSH K. SURESH	P	P	P	P	P
20	ADARSH K. SURESH	P	P	P	P	P
21	ADARSH K. SURESH	P	P	P	P	P
22	ADARSH K. SURESH	P	P	P	P	P
23	ADARSH K. SURESH	P	P	P	P	P
24	ADARSH K. SURESH	P	P	P	P	P
25	ADARSH K. SURESH	P	P	P	P	P
26	ADARSH K. SURESH	P	P	P	P	P
27	ADARSH K. SURESH	P	P	P	P	P
28	ADARSH K. SURESH	P	P	P	P	P
29	ADARSH K. SURESH	P	P	P	P	P
30	ADARSH K. SURESH	P	P	P	P	P
31	ADARSH K. SURESH	P	P	P	P	P
32	ADARSH K. SURESH	P	P	P	P	P
33	ADARSH K. SURESH	P	P	P	P	P
34	ADARSH K. SURESH	P	P	P	P	P
35	ADARSH K. SURESH	P	P	P	P	P
36	ADARSH K. SURESH	P	P	P	P	P
37	ADARSH K. SURESH	P	P	P	P	P
38	ADARSH K. SURESH	P	P	P	P	P
39	ADARSH K. SURESH	P	P	P	P	P
40	ADARSH K. SURESH	P	P	P	P	P
41	ADARSH K. SURESH	P	P	P	P	P
42	ADARSH K. SURESH	P	P	P	P	P
43	ADARSH K. SURESH	P	P	P	P	P
44	ADARSH K. SURESH	P	P	P	P	P
45	ADARSH K. SURESH	P	P	P	P	P
46	ADARSH K. SURESH	P	P	P	P	P
47	ADARSH K. SURESH	P	P	P	P	P
48	ADARSH K. SURESH	P	P	P	P	P
49	ADARSH K. SURESH	P	P	P	P	P
50	ADARSH K. SURESH	P	P	P	P	P

TOTAL STUDENTS- 50
TOTAL STUDENTS TAKING BOTH TESTS- 40
TOTAL BOYS TAKING BOTH TESTS- 21
TOTAL GIRLS TAKING BOTH TEST- 19

ATTENDANCE RECORD
SHREE SAI NATH CONVENT CLASS 10

S.N	NAME OF STUDENT	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
1	ADARSH K. SURESH	P	P	P	P	P
2	ADARSH K. SURESH	P	P	P	P	P
3	ADARSH K. SURESH	P	P	P	P	P
4	ADARSH K. SURESH	P	P	P	P	P
5	ADARSH K. SURESH	P	P	P	P	P
6	ADARSH K. SURESH	P	P	P	P	P
7	ADARSH K. SURESH	P	P	P	P	P
8	ADARSH K. SURESH	P	P	P	P	P
9	ADARSH K. SURESH	P	P	P	P	P
10	ADARSH K. SURESH	P	P	P	P	P
11	ADARSH K. SURESH	P	P	P	P	P
12	ADARSH K. SURESH	P	P	P	P	P
13	ADARSH K. SURESH	P	P	P	P	P
14	ADARSH K. SURESH	P	P	P	P	P
15	ADARSH K. SURESH	P	P	P	P	P
16	ADARSH K. SURESH	P	P	P	P	P
17	ADARSH K. SURESH	P	P	P	P	P
18	ADARSH K. SURESH	P	P	P	P	P
19	ADARSH K. SURESH	P	P	P	P	P
20	ADARSH K. SURESH	P	P	P	P	P
21	ADARSH K. SURESH	P	P	P	P	P
22	ADARSH K. SURESH	P	P	P	P	P
23	ADARSH K. SURESH	P	P	P	P	P
24	ADARSH K. SURESH	P	P	P	P	P
25	ADARSH K. SURESH	P	P	P	P	P
26	ADARSH K. SURESH	P	P	P	P	P
27	ADARSH K. SURESH	P	P	P	P	P
28	ADARSH K. SURESH	P	P	P	P	P
29	ADARSH K. SURESH	P	P	P	P	P
30	ADARSH K. SURESH	P	P	P	P	P
31	ADARSH K. SURESH	P	P	P	P	P
32	ADARSH K. SURESH	P	P	P	P	P
33	ADARSH K. SURESH	P	P	P	P	P
34	ADARSH K. SURESH	P	P	P	P	P
35	ADARSH K. SURESH	P	P	P	P	P
36	ADARSH K. SURESH	P	P	P	P	P
37	ADARSH K. SURESH	P	P	P	P	P
38	ADARSH K. SURESH	P	P	P	P	P
39	ADARSH K. SURESH	P	P	P	P	P
40	ADARSH K. SURESH	P	P	P	P	P
41	ADARSH K. SURESH	P	P	P	P	P
42	ADARSH K. SURESH	P	P	P	P	P
43	ADARSH K. SURESH	P	P	P	P	P
44	ADARSH K. SURESH	P	P	P	P	P
45	ADARSH K. SURESH	P	P	P	P	P
46	ADARSH K. SURESH	P	P	P	P	P
47	ADARSH K. SURESH	P	P	P	P	P
48	ADARSH K. SURESH	P	P	P	P	P
49	ADARSH K. SURESH	P	P	P	P	P
50	ADARSH K. SURESH	P	P	P	P	P

TOTAL STUDENTS- 56
TOTAL STUDENTS TAKING BOTH TESTS- 31
TOTAL BOYS TAKING BOTH TESTS- 34
TOTAL GIRLS TAKING BOTH TESTS- 17



**ATTENDANCE RECORD-
SHREE SAI NATH CONVENT-CLASS 9**

S No	NAME OF STUDENT	DAY 1	DAY 2	DAY 3	DAY 4/5/6/7/8
1	ADITYA C SHRI	P	P	P	P
2	ADARSH MARIK	P	P	P	P
3	ADITHYAN R RAJ	P	P	P	P
4	ADITHYAN S PANDIT	P	P	P	P
5	ADITHYAN SURESH	P	P	AB	AB
6	ADITHYAN SURESH	P	P	P	P
7	ADITHYAN SURESH	P	P	P	P
8	ADITHYAN SURESH	P	P	P	P
9	ADITHYAN SURESH	P	P	AB	P
10	ADITHYAN SURESH	P	P	P	P
11	ADITHYAN SURESH	P	P	P	P
12	ADITHYAN SURESH	P	P	AB	P
13	ADITHYAN SURESH	P	P	P	P
14	ADITHYAN SURESH	P	P	AB	P
15	ADITHYAN SURESH	P	AB	AB	AB
16	ADITHYAN SURESH	P	P	P	P
17	ADITHYAN SURESH	P	P	AB	P
18	ADITHYAN SURESH	P	P	P	P
19	ADITHYAN SURESH	P	P	P	P
20	ADITHYAN SURESH	P	P	P	P
21	ADITHYAN SURESH	P	P	P	P
22	ADITHYAN SURESH	P	AB	P	AB
23	ADITHYAN SURESH	P	P	P	P
24	ADITHYAN SURESH	P	P	P	P
25	ADITHYAN SURESH	P	AB	AB	AB
26	ADITHYAN SURESH	P	P	P	P
27	ADITHYAN SURESH	P	P	AB	P
28	ADITHYAN SURESH	P	P	P	P
29	ADITHYAN SURESH	P	P	P	P
30	ADITHYAN SURESH	P	P	P	P
31	ADITHYAN SURESH	P	P	P	P
32	ADITHYAN SURESH	P	P	P	P
33	ADITHYAN SURESH	P	P	P	P
34	ADITHYAN SURESH	P	P	P	AB
35	ADITHYAN SURESH	P	P	AB	P
36	ADITHYAN SURESH	P	P	P	P
37	ADITHYAN SURESH	P	AB	P	P

TOTAL STUDENTS- 37

TOTAL STUDENTS TAKING BOTH TESTS- 32

TOTAL BOYS TAKING BOTH TESTS- 18

TOTAL GIRLS TAKING BOTH TESTS- 14

**ATTENDANCE RECORD-
VIDYA SADHANA CONVENT- CLASS 10**

S.No	NAME OF STUDENT	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
1	ADARSH MARIK	P	P	P	P	P	P	P
2	ADARSH MARIK	P	P	P	P	P	P	P
3	ADARSH MARIK	P	P	P	P	P	P	P
4	ADARSH MARIK	P	P	P	P	P	P	P
5	ADARSH MARIK	P	P	P	P	P	P	P
6	ADARSH MARIK	P	P	P	P	P	P	P
7	ADARSH MARIK	P	P	P	P	P	P	P
8	ADARSH MARIK	P	P	P	P	P	P	P
9	ADARSH MARIK	P	P	P	P	P	P	P
10	ADARSH MARIK	P	P	P	P	P	P	P
11	ADARSH MARIK	P	P	P	P	P	P	P
12	ADARSH MARIK	P	P	P	P	P	P	P
13	ADARSH MARIK	P	P	P	P	P	P	P
14	ADARSH MARIK	P	P	P	P	P	P	P
15	ADARSH MARIK	P	P	P	P	P	P	P
16	ADARSH MARIK	P	P	P	P	P	P	P
17	ADARSH MARIK	P	P	P	P	P	P	P
18	ADARSH MARIK	P	P	P	P	P	P	P
19	ADARSH MARIK	P	P	P	P	P	P	P
20	ADARSH MARIK	P	P	P	P	P	P	P
21	ADARSH MARIK	P	P	P	P	P	P	P
22	ADARSH MARIK	P	P	P	P	P	P	P
23	ADARSH MARIK	P	P	P	P	P	P	P
24	ADARSH MARIK	P	P	P	P	P	P	P
25	ADARSH MARIK	P	P	P	P	P	P	P
26	ADARSH MARIK	P	P	P	P	P	P	P
27	ADARSH MARIK	P	P	P	P	P	P	P
28	ADARSH MARIK	P	P	P	P	P	P	P
29	ADARSH MARIK	P	P	P	P	P	P	P
30	ADARSH MARIK	P	P	P	P	P	P	P
31	ADARSH MARIK	P	P	P	P	P	P	P
32	ADARSH MARIK	P	P	P	P	P	P	P
33	ADARSH MARIK	P	P	P	P	P	P	P
34	ADARSH MARIK	P	P	P	P	P	P	P
35	ADARSH MARIK	P	P	P	P	P	P	P
36	ADARSH MARIK	P	P	P	P	P	P	P
37	ADARSH MARIK	P	P	P	P	P	P	P
38	ADARSH MARIK	P	P	P	P	P	P	P
39	ADARSH MARIK	P	P	P	P	P	P	P
40	ADARSH MARIK	P	P	P	P	P	P	P
41	ADARSH MARIK	P	P	P	P	P	P	P
42	ADARSH MARIK	P	P	P	P	P	P	P
43	ADARSH MARIK	P	P	P	P	P	P	P
44	ADARSH MARIK	P	P	P	P	P	P	P
45	ADARSH MARIK	P	P	P	P	P	P	P
46	ADARSH MARIK	P	P	P	P	P	P	P
47	ADARSH MARIK	P	P	P	P	P	P	P
48	ADARSH MARIK	P	P	P	P	P	P	P
49	ADARSH MARIK	P	P	P	P	P	P	P
50	ADARSH MARIK	P	P	P	P	P	P	P
51	ADARSH MARIK	P	P	P	P	P	P	P
52	ADARSH MARIK	P	P	P	P	P	P	P
53	ADARSH MARIK	P	P	P	P	P	P	P
54	ADARSH MARIK	P	P	P	P	P	P	P
55	ADARSH MARIK	P	P	P	P	P	P	P
56	ADARSH MARIK	P	P	P	P	P	P	P
57	ADARSH MARIK	P	P	P	P	P	P	P
58	ADARSH MARIK	P	P	P	P	P	P	P
59	ADARSH MARIK	P	P	P	P	P	P	P
60	ADARSH MARIK	P	P	P	P	P	P	P
61	ADARSH MARIK	P	P	P	P	P	P	P
62	ADARSH MARIK	P	P	P	P	P	P	P
63	ADARSH MARIK	P	P	P	P	P	P	P
64	ADARSH MARIK	P	P	P	P	P	P	P
65	ADARSH MARIK	P	P	P	P	P	P	P
66	ADARSH MARIK	P	P	P	P	P	P	P
67	ADARSH MARIK	P	P	P	P	P	P	P
68	ADARSH MARIK	P	P	P	P	P	P	P
69	ADARSH MARIK	P	P	P	P	P	P	P
70	ADARSH MARIK	P	P	P	P	P	P	P
71	ADARSH MARIK	P	P	P	P	P	P	P
72	ADARSH MARIK	P	P	P	P	P	P	P
73	ADARSH MARIK	P	P	P	P	P	P	P
74	ADARSH MARIK	P	P	P	P	P	P	P
75	ADARSH MARIK	P	P	P	P	P	P	P
76	ADARSH MARIK	P	P	P	P	P	P	P
77	ADARSH MARIK	P	P	P	P	P	P	P
78	ADARSH MARIK	P	P	P	P	P	P	P
79	ADARSH MARIK	P	P	P	P	P	P	P
80	ADARSH MARIK	P	P	P	P	P	P	P
81	ADARSH MARIK	P	P	P	P	P	P	P
82	ADARSH MARIK	P	P	P	P	P	P	P
83	ADARSH MARIK	P	P	P	P	P	P	P
84	ADARSH MARIK	P	P	P	P	P	P	P
85	ADARSH MARIK	P	P	P	P	P	P	P
86	ADARSH MARIK	P	P	P	P	P	P	P
87	ADARSH MARIK	P	P	P	P	P	P	P
88	ADARSH MARIK	P	P	P	P	P	P	P
89	ADARSH MARIK	P	P	P	P	P	P	P
90	ADARSH MARIK	P	P	P	P	P	P	P
91	ADARSH MARIK	P	P	P	P	P	P	P
92	ADARSH MARIK	P	P	P	P	P	P	P
93	ADARSH MARIK	P	P	P	P	P	P	P
94	ADARSH MARIK	P	P	P	P	P	P	P
95	ADARSH MARIK	P	P	P	P	P	P	P
96	ADARSH MARIK	P	P	P	P	P	P	P
97	ADARSH MARIK	P	P	P	P	P	P	P
98	ADARSH MARIK	P	P	P	P	P	P	P
99	ADARSH MARIK	P	P	P	P	P	P	P
100	ADARSH MARIK	P	P	P	P	P	P	P

TOTAL STUDENTS- 49

TOTAL STUDENTS TAKING BOTH TESTS- 31

TOTAL BOYS TAKING BOTH TESTS- 14

TOTAL GIRLS TAKING BOTH TESTS- 17

ATTENDANCE RECORD
VIDYA SADHANA CONVENT-CLASS 9

S.No.	NAME OF STUDENT	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
1	ABHIRAM K. SANKARAN	P	AB	AB	AB	A
2	ABHIRAM S. PATIL	P	AB	P	AB	A
3	ABHIRAM S. MATHAN	P	AB	AB	P	AB
4	ABHIRAM S. DAVITA	P	P	AB	P	AB
5	ABHIRAM S. TAYLOR	P	P	P	P	AB
6	ABHIRAM S. PRASAD	P	P	P	P	AB
7	ABHIRAM S. SANKARAN	P	P	P	P	AB
8	ABHIRAM S. SANKARAN	P	P	P	P	AB
9	ABHIRAM S. SANKARAN	P	P	P	P	AB
10	ABHIRAM S. SANKARAN	P	P	P	P	AB
11	ABHIRAM S. SANKARAN	P	P	P	P	AB
12	ABHIRAM S. SANKARAN	P	P	P	P	AB
13	ABHIRAM S. SANKARAN	P	P	P	P	AB
14	ABHIRAM S. SANKARAN	P	P	P	P	AB
15	ABHIRAM S. SANKARAN	P	P	P	P	AB
16	ABHIRAM S. SANKARAN	P	P	P	P	AB
17	ABHIRAM S. SANKARAN	P	P	P	P	AB
18	ABHIRAM S. SANKARAN	P	P	P	P	AB
19	ABHIRAM S. SANKARAN	P	P	P	P	AB
20	ABHIRAM S. SANKARAN	P	P	P	P	AB
21	ABHIRAM S. SANKARAN	P	P	P	P	AB
22	ABHIRAM S. SANKARAN	P	P	P	P	AB
23	ABHIRAM S. SANKARAN	P	P	P	P	AB
24	ABHIRAM S. SANKARAN	P	P	P	P	AB
25	ABHIRAM S. SANKARAN	P	P	P	P	AB
26	ABHIRAM S. SANKARAN	P	P	P	P	AB
27	ABHIRAM S. SANKARAN	P	P	P	P	AB
28	ABHIRAM S. SANKARAN	P	P	P	P	AB
29	ABHIRAM S. SANKARAN	P	P	P	P	AB
30	ABHIRAM S. SANKARAN	P	P	P	P	AB
31	ABHIRAM S. SANKARAN	P	P	P	P	AB
32	ABHIRAM S. SANKARAN	P	P	P	P	AB
33	ABHIRAM S. SANKARAN	P	P	P	P	AB
34	ABHIRAM S. SANKARAN	P	P	P	P	AB
35	ABHIRAM S. SANKARAN	P	P	P	P	AB
36	ABHIRAM S. SANKARAN	P	P	P	P	AB
37	ABHIRAM S. SANKARAN	P	P	P	P	AB
38	ABHIRAM S. SANKARAN	P	P	P	P	AB
39	ABHIRAM S. SANKARAN	P	P	P	P	AB
40	ABHIRAM S. SANKARAN	P	P	P	P	AB
41	ABHIRAM S. SANKARAN	P	P	P	P	AB
42	ABHIRAM S. SANKARAN	P	P	P	P	AB
43	ABHIRAM S. SANKARAN	P	P	P	P	AB
44	ABHIRAM S. SANKARAN	P	P	P	P	AB

TOTAL STUDENTS-54
TOTAL STUDENTS TAKING BOTH TESTS- 39
TOTAL BOYS TAKING BOTH TESTS- 20
TOTAL GIRLS TAKING BOTH TESTS-19

ATTENDANCE RECORD
GAYATRI CONVENT- CLASS 9

S.No.	NAME OF STUDENT	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
1	ABHIRAM S. SANKARAN	P	P	P	P	AB
2	ABHIRAM S. SANKARAN	P	P	P	P	AB
3	ABHIRAM S. SANKARAN	P	P	P	P	AB
4	ABHIRAM S. SANKARAN	P	P	P	P	AB
5	ABHIRAM S. SANKARAN	P	P	P	P	AB
6	ABHIRAM S. SANKARAN	P	P	P	P	AB
7	ABHIRAM S. SANKARAN	P	P	P	P	AB
8	ABHIRAM S. SANKARAN	P	P	P	P	AB
9	ABHIRAM S. SANKARAN	P	P	P	P	AB
10	ABHIRAM S. SANKARAN	P	P	P	P	AB
11	ABHIRAM S. SANKARAN	P	P	P	P	AB
12	ABHIRAM S. SANKARAN	P	P	P	P	AB
13	ABHIRAM S. SANKARAN	P	P	P	P	AB
14	ABHIRAM S. SANKARAN	P	P	P	P	AB
15	ABHIRAM S. SANKARAN	P	P	P	P	AB
16	ABHIRAM S. SANKARAN	P	P	P	P	AB
17	ABHIRAM S. SANKARAN	P	P	P	P	AB
18	ABHIRAM S. SANKARAN	P	P	P	P	AB
19	ABHIRAM S. SANKARAN	P	P	P	P	AB
20	ABHIRAM S. SANKARAN	P	P	P	P	AB
21	ABHIRAM S. SANKARAN	P	P	P	P	AB
22	ABHIRAM S. SANKARAN	P	P	P	P	AB
23	ABHIRAM S. SANKARAN	P	P	P	P	AB
24	ABHIRAM S. SANKARAN	P	P	P	P	AB
25	ABHIRAM S. SANKARAN	P	P	P	P	AB
26	ABHIRAM S. SANKARAN	P	P	P	P	AB
27	ABHIRAM S. SANKARAN	P	P	P	P	AB
28	ABHIRAM S. SANKARAN	P	P	P	P	AB
29	ABHIRAM S. SANKARAN	P	P	P	P	AB
30	ABHIRAM S. SANKARAN	P	P	P	P	AB
31	ABHIRAM S. SANKARAN	P	P	P	P	AB
32	ABHIRAM S. SANKARAN	P	P	P	P	AB
33	ABHIRAM S. SANKARAN	P	P	P	P	AB
34	ABHIRAM S. SANKARAN	P	P	P	P	AB
35	ABHIRAM S. SANKARAN	P	P	P	P	AB
36	ABHIRAM S. SANKARAN	P	P	P	P	AB
37	ABHIRAM S. SANKARAN	P	P	P	P	AB
38	ABHIRAM S. SANKARAN	P	P	P	P	AB
39	ABHIRAM S. SANKARAN	P	P	P	P	AB
40	ABHIRAM S. SANKARAN	P	P	P	P	AB
41	ABHIRAM S. SANKARAN	P	P	P	P	AB
42	ABHIRAM S. SANKARAN	P	P	P	P	AB
43	ABHIRAM S. SANKARAN	P	P	P	P	AB
44	ABHIRAM S. SANKARAN	P	P	P	P	AB

TOTAL STUDENTS- 31
TOTAL STUDENTS TAKING BOTH TESTS- 27
TOTAL BOYS TAKING BOTH TESTS- 13
TOTAL GIRLS TAKING BOTH TESTS- 14

YUVA RURAL ASSOCIATION- VALUE EDUCATION PILOT PROJECT ON RESPONSIBILITY: 2023
GIRLS AND BOYS STATE AND END DATA COMPARISON FOR PHE CHART

YUVA RURAL ASSOCIATION- VALUE EDUCATION PILOT PROJECT ON RESPONSIBILITY

RESPONSE TO CONCLUDING QUESTIONS

CONSOLIDATED DATA- SCHOOL WISE- GENDER WISE- CLASS WISE

SL NO	NAME OF SCHOOLS	CLASS	GENDER	DIAL STATE	Q1-20M	Q1- AVG	Q2- 1M	Q2- AVG	Q3- 1M	Q3- AVG			
1	SACRED CONVENT HIGH SCHOOL & JUNIOR COLLEGE KURKESHWAR RD, NAGPUR 440034	8	G	21	950	40.6	1675	36.9	1475	71.3			
			B	19	875		1400		1175				
		10	G	36	475	38.4	975	25	800	65.4			
			B	12	550		975		800				
2	NEW APOSTOLIC ENGLISH HIGH SCHOOL & JUNIOR COLLEGE BORDO LAY OUT, MANAMWARA NAGPUR- 440017	8	G	36	1000	35	2150	25	1475	58			
			B	38	710		1800		1425				
		10	G	25	1175	45.6	1750	77.8	1325	61.7			
			B	30	2500		2375		2050				
3	SHANTI VEERABHAGAN HINDIA, DUDHGA MAHARASHTRA 440038	8	G	15	950	40.3	875	46.3	875	46.3			
			B	33	450		700		618				
		10	G	30	875	34.7	1375	35.8	1525	74.2			
			B	33	450		750		500				
4	SHANDELA ENGLISH HIGH SCHOOL HINDIA RD, NAGPUR 441138	8	G	15	1425	71.8	1625	81.3	1300	63.1			
			B	21	1525		1850		1375				
		10	G	15	800	57	1375	45.2	975	70.2			
			B	19	1025		1545		1250				
5	SHREE SARAJIN CONVENT AMBANKI (BOMB) NAGPUR 440023	8	G	36	275	36.4	975	40.3	1300	76.3			
			B	38	250		1375		1250				
		10	G	9	250	30.3	750	71.4	750	33			
			B	23	725		1000		1225				
6	VEENA SACHINIA CONVENT JOGALA ROAD, AMER NAGAR PRASAD NAGAR, NAGPUR 440038	8	G	12	1025	38.7	1875	48.3	1375	71.1			
			B	30	525		1775		1475				
		10	G	17	780	42.7	1475	40.3	1175	67.7			
			B	34	825		1050		925				
7	GADARI CONVENT ARI JUNIOR COLLEGE KURKESHWAR RD, NAGPUR	8	G	34	450	30.6	1300	40.3	550	46.5			
			B	13	375		1050		500				
		10	G	8	8	8	8	8	8	8	8		
			B	8	8		8		8		8		
Q4-1M	Q4-AVG	Q5-1M	Q5-AVG	Q6-1M	Q6-AVG	Q7-1M	Q7-AVG	Q8-1M	Q8-AVG	Q9-1M	Q9-AVG	Q10-1M	Q10-AVG
1200	58.5	1975	35	1450	65	1050	49.4	1450	59.8	1380	51.8	1180	51.3
1300		1125		1150		525		575		1180	52.5	550	
575	30.4	425	37	575	44.2	275	32.7	725	49.2	900	48	825	51.9
498		225		575		580		480		875		525	
1500	48.3	1225	47.5	1425	58.3	1225		1625	81	1375	41	1400	53
1125		1138		1150		1808		1425		875		1250	
325	47.8	1125	44.3	1975	76	1925	76	1325	58.4	750	34.4	1375	53.8
1800		1225		2828		2488		1825		1675		1475	
825	55.2	625	47.8	850	70.7	525	73.9	1188	60.8	350	40.5	825	60.5
875		425		775		525		880		450		575	
1875	38	750	40	1375	68.2	1575	71.8	1800	58	1625	71	1888	60.8
425		450		700		700		200		625		825	
1603	53.8	750	38	1308	65.8	880	61.3	1175	61.3	1225	58.1	1675	68
1125		450		1275		1188		1275		1180		1325	
832	62.3	575	42.2	850	68.1	425	52.1	825	62.5	700	55.8	700	70.3
1175		775		1375		1375		1175		1480		1330	
200	45.3	600	38.3	825	57	525	63.3	650	47.7	1080	46.4	950	60.2
358		625		1150		1050		875		1125		575	
875	71.9	800	63.3	725	66.8	850	58	780	77.3	825	71.2	500	66.4
1825		1225		1375		350		1775		1850		1825	
1380	64.2	450	35.1	1300	64.1	600	61	1475	76.4	1480	71.8	1380	64.7
1480		725		825		1088		1425		1480		1225	
850	48.4	650	41.1	1875	67.7	550	64.7	1258	71	1850	61.5	975	61.2
800		625		1825		525		1875		850		675	
800	64.8	700	58	725	58.1	880	63.1	975	66.7	850	63.8	675	62
525		650		850		725		625		575		825	
8	8	8	8	8	8	8	8	8	8	8	8	8	8
8		8		8		8		8		8		8	

YUVA RURAL ASSOCIATION- VALUE EDUCATION PILOT PROJECT ON RESPONSIBILITY- 2023

**QUESTION WISE AVERAGE SCORE IN EACH SCHOOL FOR
MORAL VALUE RESPONSIBILITY- 2023**

Sl. No	SCHOOL NAME	CLASS	Q1. AVG		Q2. AVG		Q3. AVG		Q4. AVG	
			START	END	START	END	START	END	START	END
1	SARAY CONVENT	9	6.9	46.6	68.8	76.8	55.4	71.3	58.1	62.5
		10	28.1	35.4	56.7	75	48.1	65.4	54.8	35.4
2	NEW APOSTOLIC EHS	9	30	55	66	79	55.5	58	51.5	48.5
		10	29.7	65.4	70.8	77.8	54.6	65.7	65.1	47.6
3	SHANTI VIDYA BHARAN	9	29.8	68.9	65.7	66.3	67.8	66.1	58.4	65.7
		10	11.7	44.2	68.3	78.8	68.8	74.3	67.5	58
4	SHAMGRILA EHS	9	38.8	73.8	67.5	81.9	71	62.1	61.3	53.8
		10	32.6	57	75.8	85.9	54.7	78.9	43	62.5
5	SHREE SAI NATH CONVENT	9	34.4	36.4	48.4	78.3	75.8	70.3	49.2	45.3
		10	48.4	90.5	62.5	73.4	58.4	88	57.8	71.9
6	VEDA SACHANA CONVENT	9	58.6	96.7	67.3	88.5	71.8	75.1	59	64.3
		10	58.8	42.7	62.9	81.5	77.4	67.7	48.3	48.5
7	GAYATHI CONVENT	9	46.3	30.6	42	81.5	46.3	48.5	37	63.8
		10	X	X	X	X	X	X	X	X
			430.7	576.4	802.7	1008.8	808.2	913.5	689.2	724.2
			53.8% RISE		25.7% RISE		13.4% RISE		5.1% RISE	

Q5. AVG		Q6. AVG		Q7. AVG		Q8. AVG		Q9. AVG		Q10. AVG	
START	END	START	END	START	END	START	END	START	END	START	END
41.3	55	65	83.1	48.4	60.8	79.4	62.5	65.4	51.3	68.1	
59.8	27	44.2	66.3	35.7	45.3	78.2	48	68.3	58.9	58.7	
44	42.5	51.5	64.5	81.5	61	71.5	41	75.5	53	74	
58.5	44.1	76	81.4	36	59.4	62.7	84.4	64.4	51.3	66.5	
18.4	47.8	70.7	52.5	75.8	68.4	68.8	68.8	76.4	68.8	52.5	
52.3	46	69.2	65	75.8	50	70.7	75	75	88.8	68.2	
41.9	30	65.6	74.4	51.3	61.3	68.8	58.2	67.5	68	73.1	
43.8	42.2	69.5	85.4	53.1	62.5	69.5	65.8	64.8	78.3	79.6	
55.9	58.1	57	71.1	85.3	47.7	75.8	66.4	70.1	68.1	68	
44.5	63.1	65.6	66.4	58	77.8	78.9	71.3	68.8	66.4	68	
44.3	30.1	54.5	78.2	41	74.4	82.1	71.8	76.3	64.7	81.4	
37.8	81.1	67.7	85.5	34.7	76	76	61.3	67.7	63.3	76.8	
47.3	50	58.3	82.7	48.1	66.7	81.5	52.8	67.4	63	68.5	
X	X	X	X	X	X	X	X	X	X	X	
589.7	556.6	814.8	905.9	732.8	799.8	946.9	769.9	913.2	789.5	900.5	
5.6 % FALL		11.2% RISE		12.3 %		18.4% RISE		18.6% RISE		14% RISE	



YUVA RURAL ASSOCIATION- VALUE EDUCATION PILOT PROJECT ON RESPONSIBILITY- 2023

Sl No	SCHOOL NAME	CLASS	QUESTION 1				QUESTION 2				QUESTION 3			
			2023-C	2023-A	2023-B	2023-D	2023-C	2023-A	2023-B	2023-D	2023-C	2023-A	2023-B	2023-D
1	SAINT JOSEPH'S	5	508	511	508	471	1008	1008	1008	1008	1008	1008	1008	1008
2	NEW APPOINTMENT	5	508	508	508	508	1008	1008	1008	1008	1008	1008	1008	1008
3	SAINT JOHN'S	5	508	508	508	508	1008	1008	1008	1008	1008	1008	1008	1008
4	ST. JOSEPH'S	5	508	508	508	508	1008	1008	1008	1008	1008	1008	1008	1008
5	SAINT LEO'S	5	508	508	508	508	1008	1008	1008	1008	1008	1008	1008	1008
6	ST. JOSEPH'S	5	508	508	508	508	1008	1008	1008	1008	1008	1008	1008	1008
7	SAINT LEO'S	5	508	508	508	508	1008	1008	1008	1008	1008	1008	1008	1008
TOTAL			3508	3508	3508	3508	14032	14032	14032	14032	14032	14032	14032	14032
GRAND TOTAL			3508	3508	3508	3508	14032	14032	14032	14032	14032	14032	14032	14032
PERCENTAGE			100	100	100	100	100	100	100	100	100	100	100	100

Sl No	SCHOOL NAME	CLASS	QUESTION 1				QUESTION 2				QUESTION 3			
			2023-C	2023-A	2023-B	2023-D	2023-C	2023-A	2023-B	2023-D	2023-C	2023-A	2023-B	2023-D
1	SAINT JOSEPH'S	5	508	511	508	471	1008	1008	1008	1008	1008	1008	1008	1008
2	NEW APPOINTMENT	5	508	508	508	508	1008	1008	1008	1008	1008	1008	1008	1008
3	SAINT JOHN'S	5	508	508	508	508	1008	1008	1008	1008	1008	1008	1008	1008
4	ST. JOSEPH'S	5	508	508	508	508	1008	1008	1008	1008	1008	1008	1008	1008
5	SAINT LEO'S	5	508	508	508	508	1008	1008	1008	1008	1008	1008	1008	1008
6	ST. JOSEPH'S	5	508	508	508	508	1008	1008	1008	1008	1008	1008	1008	1008
7	SAINT LEO'S	5	508	508	508	508	1008	1008	1008	1008	1008	1008	1008	1008
TOTAL			3508	3508	3508	3508	14032	14032	14032	14032	14032	14032	14032	14032
GRAND TOTAL			3508	3508	3508	3508	14032	14032	14032	14032	14032	14032	14032	14032
PERCENTAGE			100	100	100	100	100	100	100	100	100	100	100	100

Sl No	SCHOOL NAME	CLASS	QUESTION 1				QUESTION 2				QUESTION 3			
			2023-C	2023-A	2023-B	2023-D	2023-C	2023-A	2023-B	2023-D	2023-C	2023-A	2023-B	2023-D
1	SAINT JOSEPH'S	5	508	511	508	471	1008	1008	1008	1008	1008	1008	1008	1008
2	NEW APPOINTMENT	5	508	508	508	508	1008	1008	1008	1008	1008	1008	1008	1008
3	SAINT JOHN'S	5	508	508	508	508	1008	1008	1008	1008	1008	1008	1008	1008
4	ST. JOSEPH'S	5	508	508	508	508	1008	1008	1008	1008	1008	1008	1008	1008
5	SAINT LEO'S	5	508	508	508	508	1008	1008	1008	1008	1008	1008	1008	1008
6	ST. JOSEPH'S	5	508	508	508	508	1008	1008	1008	1008	1008	1008	1008	1008
7	SAINT LEO'S	5	508	508	508	508	1008	1008	1008	1008	1008	1008	1008	1008
TOTAL			3508	3508	3508	3508	14032	14032	14032	14032	14032	14032	14032	14032
GRAND TOTAL			3508	3508	3508	3508	14032	14032	14032	14032	14032	14032	14032	14032
PERCENTAGE			100	100	100	100	100	100	100	100	100	100	100	100

RESPONSE TO CONCLUDING QUESTIONS

CONSOLIDATED DATA: SCHOOL WISE, GENDER WISE, CLASS WISE

[illegible]

Q1-W0	Q2-W0	Q3-W0	Q4-W0	Q5-W0	Q6-W0	Q7-W0	Q8-W0	Q9-W0	Q10-W0	Q11-W0	Q12-W0	Q13-W0	Q14-W0	Q15-W0	Q16-W0	Q17-W0	Q18-W0	Q19-W0	Q20-W0	Q21-W0	Q22-W0	Q23-W0	Q24-W0	Q25-W0	Q26-W0	Q27-W0	Q28-W0	Q29-W0	Q30-W0	Q31-W0	Q32-W0	Q33-W0	Q34-W0	Q35-W0	Q36-W0	Q37-W0	Q38-W0	Q39-W0	Q40-W0	Q41-W0	Q42-W0	Q43-W0	Q44-W0	Q45-W0	Q46-W0	Q47-W0	Q48-W0	Q49-W0	Q50-W0	Q51-W0	Q52-W0	Q53-W0	Q54-W0	Q55-W0	Q56-W0	Q57-W0	Q58-W0	Q59-W0	Q60-W0	Q61-W0	Q62-W0	Q63-W0	Q64-W0	Q65-W0	Q66-W0	Q67-W0	Q68-W0	Q69-W0	Q70-W0	Q71-W0	Q72-W0	Q73-W0	Q74-W0	Q75-W0	Q76-W0	Q77-W0	Q78-W0	Q79-W0	Q80-W0	Q81-W0	Q82-W0	Q83-W0	Q84-W0	Q85-W0	Q86-W0	Q87-W0	Q88-W0	Q89-W0	Q90-W0	Q91-W0	Q92-W0	Q93-W0	Q94-W0	Q95-W0	Q96-W0	Q97-W0	Q98-W0	Q99-W0	Q100-W0	Q101-W0	Q102-W0	Q103-W0	Q104-W0	Q105-W0	Q106-W0	Q107-W0	Q108-W0	Q109-W0	Q110-W0	Q111-W0	Q112-W0	Q113-W0	Q114-W0	Q115-W0	Q116-W0	Q117-W0	Q118-W0	Q119-W0	Q120-W0	Q121-W0	Q122-W0	Q123-W0	Q124-W0	Q125-W0	Q126-W0	Q127-W0	Q128-W0	Q129-W0	Q130-W0	Q131-W0	Q132-W0	Q133-W0	Q134-W0	Q135-W0	Q136-W0	Q137-W0	Q138-W0	Q139-W0	Q140-W0	Q141-W0	Q142-W0	Q143-W0	Q144-W0	Q145-W0	Q146-W0	Q147-W0	Q148-W0	Q149-W0	Q150-W0	Q151-W0	Q152-W0	Q153-W0	Q154-W0	Q155-W0	Q156-W0	Q157-W0	Q158-W0	Q159-W0	Q160-W0	Q161-W0	Q162-W0	Q163-W0	Q164-W0	Q165-W0	Q166-W0	Q167-W0	Q168-W0	Q169-W0	Q170-W0	Q171-W0	Q172-W0	Q173-W0	Q174-W0	Q175-W0	Q176-W0	Q177-W0	Q178-W0	Q179-W0	Q180-W0	Q181-W0	Q182-W0	Q183-W0	Q184-W0	Q185-W0	Q186-W0	Q187-W0	Q188-W0	Q189-W0	Q190-W0	Q191-W0	Q192-W0	Q193-W0	Q194-W0	Q195-W0	Q196-W0	Q197-W0	Q198-W0	Q199-W0	Q200-W0	Q201-W0	Q202-W0	Q203-W0	Q204-W0	Q205-W0	Q206-W0	Q207-W0	Q208-W0	Q209-W0	Q210-W0	Q211-W0	Q212-W0	Q213-W0	Q214-W0	Q215-W0	Q216-W0	Q217-W0	Q218-W0	Q219-W0	Q220-W0	Q221-W0	Q222-W0	Q223-W0	Q224-W0	Q225-W0	Q226-W0	Q227-W0	Q228-W0	Q229-W0	Q230-W0	Q231-W0	Q232-W0	Q233-W0	Q234-W0	Q235-W0	Q236-W0	Q237-W0	Q238-W0	Q239-W0	Q240-W0	Q241-W0	Q242-W0	Q243-W0	Q244-W0	Q245-W0	Q246-W0	Q247-W0	Q248-W0	Q249-W0	Q250-W0	Q251-W0	Q252-W0	Q253-W0	Q254-W0	Q255-W0	Q256-W0	Q257-W0	Q258-W0	Q259-W0	Q260-W0	Q261-W0	Q262-W0	Q263-W0	Q264-W0	Q265-W0	Q266-W0	Q267-W0	Q268-W0	Q269-W0	Q270-W0	Q271-W0	Q272-W0	Q273-W0	Q274-W0	Q275-W0	Q276-W0	Q277-W0	Q278-W0	Q279-W0	Q280-W0	Q281-W0	Q282-W0	Q283-W0	Q284-W0	Q285-W0	Q286-W0	Q287-W0	Q288-W0	Q289-W0	Q290-W0	Q291-W0	Q292-W0	Q293-W0	Q294-W0	Q295-W0	Q296-W0	Q297-W0	Q298-W0	Q299-W0	Q300-W0	Q301-W0	Q302-W0	Q303-W0	Q304-W0	Q305-W0	Q306-W0	Q307-W0	Q308-W0	Q309-W0	Q310-W0	Q311-W0	Q312-W0	Q313-W0	Q314-W0	Q315-W0	Q316-W0	Q317-W0	Q318-W0	Q319-W0	Q320-W0	Q321-W0	Q322-W0	Q323-W0	Q324-W0	Q325-W0	Q326-W0	Q327-W0	Q328-W0	Q329-W0	Q330-W0	Q331-W0	Q332-W0	Q333-W0	Q334-W0	Q335-W0	Q336-W0	Q337-W0	Q338-W0	Q339-W0	Q340-W0	Q341-W0	Q342-W0	Q343-W0	Q344-W0	Q345-W0	Q346-W0	Q347-W0	Q348-W0	Q349-W0	Q350-W0	Q351-W0	Q352-W0	Q353-W0	Q354-W0	Q355-W0	Q356-W0	Q357-W0	Q358-W0	Q359-W0	Q360-W0	Q361-W0	Q362-W0	Q363-W0	Q364-W0	Q365-W0	Q366-W0	Q367-W0	Q368-W0	Q369-W0	Q370-W0	Q371-W0	Q372-W0	Q373-W0	Q374-W0	Q375-W0	Q376-W0	Q377-W0	Q378-W0	Q379-W0	Q380-W0	Q381-W0	Q382-W0	Q383-W0	Q384-W0	Q385-W0	Q386-W0	Q387-W0	Q388-W0	Q389-W0	Q390-W0	Q391-W0	Q392-W0	Q393-W0	Q394-W0	Q395-W0	Q396-W0	Q397-W0	Q398-W0	Q399-W0	Q400-W0	Q401-W0	Q402-W0	Q403-W0	Q404-W0	Q405-W0	Q406-W0	Q407-W0	Q408-W0	Q409-W0	Q410-W0	Q411-W0	Q412-W0	Q413-W0	Q414-W0	Q415-W0	Q416-W0	Q417-W0	Q418-W0	Q419-W0	Q420-W0	Q421-W0	Q422-W0	Q423-W0	Q424-W0	Q425-W0	Q426-W0	Q427-W0	Q428-W0	Q429-W0	Q430-W0	Q431-W0	Q432-W0	Q433-W0	Q434-W0	Q435-W0	Q436-W0	Q437-W0	Q438-W0	Q439-W0	Q440-W0	Q441-W0	Q442-W0	Q443-W0	Q444-W0	Q445-W0	Q446-W0	Q447-W0	Q448-W0	Q449-W0	Q450-W0	Q451-W0	Q452-W0	Q453-W0	Q454-W0	Q455-W0	Q456-W0	Q457-W0	Q458-W0	Q459-W0	Q460-W0	Q461-W0	Q462-W0	Q463-W0	Q464-W0	Q465-W0	Q466-W0	Q467-W0	Q468-W0	Q469-W0	Q470-W0	Q471-W0	Q472-W0	Q473-W0	Q474-W0	Q475-W0	Q476-W0	Q477-W0	Q478-W0	Q479-W0	Q480-W0	Q481-W0	Q482-W0	Q483-W0	Q484-W0	Q485-W0	Q486-W0	Q487-W0	Q488-W0	Q489-W0	Q490-W0	Q491-W0	Q492-W0	Q493-W0	Q494-W0	Q495-W0	Q496-W0	Q497-W0	Q498-W0	Q499-W0	Q500-W0	Q501-W0	Q502-W0	Q503-W0	Q504-W0	Q505-W0	Q506-W0	Q507-W0	Q508-W0	Q509-W0	Q510-W0	Q511-W0	Q512-W0	Q513-W0	Q514-W0	Q515-W0	Q516-W0	Q517-W0	Q518-W0	Q519-W0	Q520-W0	Q521-W0	Q522-W0	Q523-W0	Q524-W0	Q525-W0	Q526-W0	Q527-W0	Q528-W0	Q529-W0	Q530-W0	Q531-W0	Q532-W0	Q533-W0	Q534-W0	Q535-W0	Q536-W0	Q537-W0	Q538-W0	Q539-W0	Q540-W0	Q541-W0	Q542-W0	Q543-W0	Q544-W0	Q545-W0	Q546-W0	Q547-W0	Q548-W0	Q549-W0	Q550-W0	Q551-W0	Q552-W0	Q553-W0	Q554-W0	Q555-W0	Q556-W0	Q557-W0	Q558-W0	Q559-W0	Q560-W0	Q561-W0	Q562-W0	Q563-W0	Q564-W0	Q565-W0	Q566-W0	Q567-W0	Q568-W0	Q569-W0	Q570-W0	Q571-W0	Q572-W0	Q573-W0	Q574-W0	Q575-W0	Q576-W0	Q577-W0	Q578-W0	Q579-W0	Q580-W0	Q581-W0	Q582-W0	Q583-W0	Q584-W0	Q585-W0	Q586-W0	Q587-W0	Q588-W0	Q589-W0	Q590-W0	Q591-W0	Q592-W0	Q593-W0	Q594-W0	Q595-W0	Q596-W0	Q597-W0	Q598-W0	Q599-W0	Q600-W0	Q601-W0	Q602-W0	Q603-W0	Q604-W0	Q605-W0	Q606-W0	Q607-W0	Q608-W0	Q609-W0	Q610-W0	Q611-W0	Q612-W0	Q613-W0	Q614-W0	Q615-W0	Q616-W0	Q617-W0	Q618-W0	Q619-W0	Q620-W0	Q621-W0	Q622-W0	Q623-W0	Q624-W0	Q625-W0	Q626-W0	Q627-W0	Q628-W0	Q629-W0	Q630-W0	Q631-W0	Q632-W0	Q633-W0	Q634-W0	Q635-W0	Q636-W0	Q637-W0	Q638-W0	Q639-W0	Q640-W0	Q641-W0	Q642-W0	Q643-W0	Q644-W0	Q645-W0	Q646-W0	Q647-W0	Q648-W0	Q649-W0	Q650-W0	Q651-W0	Q652-W0	Q653-W0	Q654-W0	Q655-W0	Q656-W0	Q657-W0	Q658-W0	Q659-W0	Q660-W0	Q661-W0	Q662-W0	Q663-W0	Q664-W0	Q665-W0	Q666-W0	Q667-W0	Q668-W0	Q669-W0	Q670-W0	Q671-W0	Q672-W0	Q673-W0	Q674-W0	Q675-W0	Q676-W0	Q677-W0	Q678-W0	Q679-W0	Q680-W0	Q681-W0	Q682-W0	Q683-W0	Q684-W0	Q685-W0	Q686-W0	Q687-W0	Q688-W0	Q689-W0	Q690-W0	Q691-W0	Q692-W0	Q693-W0	Q694-W0	Q695-W0	Q696-W0	Q697-W0	Q698-W0	Q699-W0	Q700-W0	Q701-W0	Q702-W0	Q703-W0	Q704-W0	Q705-W0	Q706-W0	Q707-W0	Q708-W0	Q709-W0	Q710-W0	Q711-W0	Q712-W0	Q713-W0	Q714-W0	Q715-W0	Q716-W0	Q717-W0	Q718-W0	Q719-W0	Q720-W0	Q721-W0	Q722-W0	Q723-W0	Q724-W0	Q725-W0	Q726-W0	Q727-W0	Q728-W0	Q729-W0	Q730-W0	Q731-W0	Q732-W0	Q733-W0	Q734-W0	Q735-W0	Q736-W0	Q737-W0	Q738-W0	Q739-W0	Q740-W0	Q741-W0	Q742-W0	Q743-W0	Q744-W0	Q745-W0	Q746-W0	Q747-W0	Q748-W0	Q749-W0	Q750-W0	Q751-W0	Q752-W0	Q753-W0	Q754-W0	Q755-W0	Q756-W0	Q757-W0	Q758-W0	Q759-W0	Q760-W0	Q761-W0	Q762-W0	Q763-W0	Q764-W0	Q765-W0	Q766-W0	Q767-W0	Q768-W0	Q769-W0	Q770-W0	Q771-W0	Q772-W0	Q773-W0	Q774-W0	Q775-W0	Q776-W0	Q777-W0	Q778-W0	Q779-W0	Q780-W0	Q781-W0	Q782-W0	Q783-W0	Q784-W0	Q785-W0	Q786-W0	Q787-W0	Q788-W0	Q789-W0	Q790-W0	Q791-W0	Q792-W0	Q793-W0	Q794-W0	Q795-W0	Q796-W0	Q797-W0	Q798-W0	Q799-W0	Q800-W0	Q801-W0	Q802-W0	Q803-W0	Q804-W0	Q805-W0	Q806-W0	Q807-W0	Q808-W0	Q809-W0	Q810-W0	Q811-W0	Q812-W0	Q813-W0	Q814-W0	Q815-W0	Q816-W0	Q817-W0	Q818-W0	Q819-W0	Q820-W0	Q821-W0	Q822-W0	Q823-W0	Q824-W0	Q825-W0	Q826-W0	Q827-W0	Q828-W0	Q829-W0	Q830-W0	Q831-W0	Q832-W0	Q833-W0	Q834-W0	Q835-W0	Q836-W0	Q837-W0	Q838-W0	Q839-W0	Q840-W0	Q841-W0	Q842-W0	Q843-W0	Q844-W0	Q845-W0	Q846-W0	Q847-W0	Q848-W0	Q849-W0	Q850-W0	Q851-W0	Q852-W0	Q853-W0	Q854-W0	Q855-W0	Q856-W0	Q857-W0	Q858-W0	Q859-W0	Q860-W0	Q861-W0	Q862-W0	Q863-W0	Q864-W0	Q865-W0	Q866-W0	Q867-W0	Q868-W0	Q869-W0	Q870-W0	Q871-W0	Q872-W0	Q873-W0	Q874-W0	Q875-W0	Q876-W0	Q877-W0	Q878-W0	Q879-W0	Q880-W0	Q881-W0	Q882-W0	Q883-W0	Q884-W0	Q885-W0	Q886-W0	Q887-W0	Q888-W0	Q889-W0	Q890-W0	Q891-W0	Q892-W0	Q893-W0	Q894-W0	Q895-W0	Q896-W0	Q897-W0	Q898-W0	Q899-W0	Q900-W0	Q901-W0	Q902-W0	Q903-W0	Q904-W0	Q905-W0	Q906-W0	Q907-W0	Q908-W0	Q909-W0	Q910-W0	Q911-W0	Q912-W0	Q913-W0	Q914-W0	Q915-W0	Q916-W0	Q917-W0	Q918-W0	Q919-W0	Q920-W0	Q921-W0	Q922-W0	Q923-W0	Q924-W0	Q925-W0	Q926-W0	Q927-W0	Q928-W0	Q929-W0	Q930-W0	Q931-W0	Q932-W0	Q933-W0	Q934-W0	Q935-W0	Q936-W0	Q937-W0	Q938-W0	Q939-W0	Q940-W0	Q941-W0	Q942-W0	Q943-W0	Q944-W0	Q945-W0	Q946-W0	Q947-W0	Q948-W0	Q949-W0	Q950-W0	Q951-W0	Q952-W0	Q953-W0	Q954-W0	Q955-W0	Q956-W0	Q957-W0	Q958-W0	Q959-W0	Q960-W0	Q961-W0	Q962-W0	Q963-W0	Q964-W0	Q965-W0	Q966-W0	Q967-W0	Q968-W0	Q969-W0	Q970-W0	Q971-W0	Q972-W0	Q973-W0	Q974-W0	Q975-W0	Q976-W0	Q977-W0	Q978-W0	Q979-W0	Q980-W0	Q981-W0	Q982-W0	Q983-W0	Q984-W0	Q985-W0	Q986-W0	Q987-W0	Q988-W0	Q989-W0	Q990-W0	Q991-W0	Q992-W0	Q993-W0	Q994-W0	Q995-W0	Q996-W0	Q997-W0	Q998-W0	Q999-W0	Q1000-W0
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Inspiring Values, Transforming Lives • Nurturing Values Building Stronger Communities

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