CHAPTER 7

FINDINGS, SUGGESTIONS AND CONCLUSION
7.1 Introduction

This chapter, being the final chapter of the research thesis, brings together the conceptual and analytical strands in the preceding chapters and presents the conclusion of investigation and the suggestions emanating there from. Under this investigation, the Seventh Day Adventist Education and its schools in the study area has been investigated by analyzing relevant primary and secondary data.

Chapter seven ‘conclusion’ covers the suggestions and conclusion of each research chapters done by the researchers. This chapter aims at the main objectives and hypothesis involved in the research. This chapter covers all the six remaining chapters. The conclusions and suggestions of the chapters are as follows:

Chapter one introduction, where the researcher has concluded various research aspects that need to cover in the process of his study. The significance of the study points out the importance of the Adventist education in Maharashtra state. There fore it is always an interaction between the society and the individual. Individuals through their actions, behavior and thought processes influence society and the society in turn influences the actions, behavior and thought processes of individual. An individual can only develop in society that is progressive and similarly a society can progress only when each of the citizens realizes the best with in him/her.

Seventh Day Adventist Schools as specialized agencies of education can therefore play a crucial role in providing the environment that would help nurture capabilities of the younger generation in accordance with aims and aspirations of the society. Many aspects were dealt and given in this chapter such as the reasons for the selection of the topic, objectives of the study, Hypotheses, research methodology which includes sampling collection of data through questionnaires and interviews; limitations of the study, review of related literature and the plan study of all the chapters.

Chapter two, Genesis, Rise and social cultural Development of Maharashtra have a great impact in establishing many Adventist churches, Schools, and hospitals.
Moreover the impact of Christianity is to be assessed primarily in terms of services to humanity. Seventh Day Adventist Mission in Maharashtra played a prophetic and liberating role. The church represented the spirit of God. They are given to people through Jesus Christ and passing on from one human life to another in its essence not regional, local or racial, but it embraces World Wide Web humanity in its application. Seventh Day Adventist Mission and Schools values and beliefs cannot be imposed. When a person becomes a Christian, he does not totally give up his traditional, social cultural and national roots. A person simply adopts some of the essential spiritual values, and social norms because they brought various social religious freedom and made life easy and induced new inspiration for life.

It may not be entirely right to attribute all reforms movements to Christian missionary work. However, the ideas of Social Justice, rationalism and equality which the missionaries brought with them because the key factor in developing the Spirit of reform, and the consequent progress of the Indian society and establishment of Adventist Schools and education.

It is proved and found out the through the research study that through development of attitudes, values capabilities and skills of Adventist Schools and its education every citizen of Maharashtra blessed. Therefore Seventh Day Adventist Schools aim to prepare the youth for effective citizenship and Chapter building. Under the Socio-Economic and Socio-Political conditions in Maharashtra, this Adventist mission education provided the Strength and resilience to the people to respond to the changing situations and enables them to cause and contribute to society’s development. These Adventist Schools are specialized agencies of education. They play crucial role in providing the environment that world help nurture capabilities of younger generation in accordance with the aim’s and aspirations of the society.

The vital aspect at the social system, the rigid caste systems and the social inhuman evils related to women and soon led to the establishment of Adventist Education in the Maharashtra state.
With account of caste taboos and social practices, the spread of Adventist Schools and Education was a great difficult task. Yet, today we see, Maharashtra stands top in education. Through the Adventist spread of education many social evils in society are removed. A new society has been formed. This is only possible because of the contributions made by few eminent leaders such as, the patronage of ruling family of Raja Shri Chatrapati Shahu, Maharaj of Kolhapur, Narayan Vaman Tilak, Pandita Ramabai, Sundarbai Powar, Gurubai Karamarkar and many Christian writers too. Chapter Three, “Contribution of Seventh Day Adventist Educational Institutions” dealt with many educational programmes which are very beneficial to the students, parents and overall to the society.

The early missionaries gave due importance to schools. They started schools in Panvel and Kalyan. Land was purchased for a boarding school at Lasalgaon in 1917. The church of Christ mission had its head quarter at Aurangabad under the supervision of SO Martin and WH McHenry. They also had started a school for boys in Aurangabad which was later amalgamated with Lasalgaon School. Maharaja Shri. Shahu of Kolhapur helped to build school at Kumbhoj before our school at Hatkanangale was started.

The researcher found during his research study that in 1931 the Seventh Day Church received 17 acres of land at Hatkanangale from Rajashree Shahu Maharaja of Kolhapur. The Seventh Day Church Schools were established at Kumbhoj, Pargoan Kodoli, Pattan Kodoli, Rangoli and Alate.

Today, things have changed much restrictions and control from the Education Department of the government, closed down the schools. New schools have come up at several places in Maharashtra state. Salisbury Park School has served the Adventist community since 1936. Lasalgaon School was shifted to Pune and united with Spicer College in 1944. The Administration restarted an elementary boarding school at Lasalgaon that developed into a boarding school of the city.

In these 100 years [1900-2000] The Seventh Day Church have not come across a single incident where the church is projected as not in the main national stream and
the policies of the governments. The church and the educational institutions always enjoyed the support and sympathy of the government officers.

In times of trouble, national calamities and natural disasters the church has always come out and supported the government plans of the relief with its men and means. The most recent examples are the unprecedented floods in Mumbai and many parts of Maharashtra are the examples of work under taken by the church. The Seventh Day Adventist Church and its schools have created an image at a living, caring and peaceful church among the people of Maharashtra. This is the greatest contributions made by the Adventist education to Maharashtra state.

The city of Pune has a unique place in Maharashtra. The Maratha Kingdom under the Peshwa rule administered the political affairs of the South Central and Northern India over a century. Pune being the capital of the Peshwas gained much importance in all aspects of life.

The city Pune started losing its political nature but at the same time a new city of Pune was emerging in Maharashtra. Presently, Pune is the cultural capital of Maharashtra. It is the education center not only for Maharashtra but entire India. It has military importance and climate of Pune is very pleasant. Pune has taken lead in social reforms Lokmanya Bal Gangadhar Tilak, Gopal Krishna Agarkar, Vishnu Shashtri Chiplunkar, Mahatma Jyotiba Phule, Dr.Baba Saheb Ambedkar have enriched the socio cultural life of Maharashtra making Pune as their place for work.

Anna Saheb Dhondo Keshv Karve the great champion for women education and Pandita Ramabai of Mukti Mission have worked in Pune. It is very fitting the head quarter of the Seventh Day Adventist Church for Maharashtra is located in Pune. These educational programmes give emphasis to the character building and to the spiritual foundation in the life of the students. Through development of attitudes, values, capabilities and skills, Seventh Day Education and Schools contribute to the Strength and resilience to people of Maharashtra to respond the changing situations and Enables them an interaction between the society and the individual.
The academic policies and guidelines of Seventh Day Schools give primary emphasis to the Character building of the student. It is found out in the course of research that these schools co-operate in development and implementation of constructive policies affecting education. To find out the hypothesis statement: “Seventh Day Adventist Schools really ensure the spiritual, physical, social development and mental abilities for every student”. This statement was tested and founded that all the Adventist schools are based on one principle statement, which says, “Adventist education is true education is True education of harmonious development of the physical, mental and the spiritual powers”. Thus it prepares the student for the joy of the service in this world and for the higher joy of the wider service in the world to come.

The main contribution of Seventh Day Adventist Educational Institutions is to provide a quality education to meet the expectations of the students and parents. The Seventh Day church operates a school system to ensure that its youth may receive to balanced physical, mental, moral, social and vocational education in harmony with the denominational standards and ideals.

Many Adventist schools were discovered in Maharashtra while research being conducted to impart the right knowledge to the people and bring a great change in the society of great Maharashtra state. It has been discovered that all the Seventh Day Adventist Schools are well maintained. A good infrastructure of the school buildings, labs, spaces class rooms and so on. It is suggested that many of these schools lack playground for which students hardly get chance to relax from the classroom atmosphere. Another suggestion that many schools lack transportation services students need to look for their own transport.

Chapter four “Administrative Structure and co curricular activities in Adventist Schools” has been taken for the research study. This chapter contained various administrative compositions and also deals with co curricular activities in selected Adventist school. The whole Seventh Day Adventist is an international trust and has world wide branches. The administrative structure is of divided into many divisions. In the course of research it has been discovered that the Seventh Day Church is the biggest church which has several units. These units include schools, hospitals, colleges, and many society serving agencies.
The administrative structure of Adventist Church is as follows. The head office of this church is called as General Conference. It is at many lands, U.S.A. This head office further divided into Divisions which looks after one or two countries. Our Maharashtra lies with Southern Asia Division which includes the countries of Bhutan, Republic of India, Nepal and the Republic of the Maldives Islands. These Divisions administers its wok through its divided unions. Each Union has two or three states. Maharashtra and Gujarat fell under Western India Union of Seventh Day Adventist. These Unions are further administers into sections and sections further administers into Regions.

It is found out in the course of research that the undertaken research schools are under the Western India Union. Every administrative Wing has it is office and officers elected for the term of five years. Apart from these administrative bodies, there are administrative committees to administer the work.

In This Chapter, researcher conducted research study on the co-curricular activities of the selected research schools. It has been found that Adventist schools educational co-curricular activities are being constantly evaluated as renewed efforts are made to strengthen the total curriculum through emphasis on improved instruction, balance in offerings and meaningful correlation of all learning experiences.

Even the State Government of education recognize that co-curricular activities are an integral part of the total school program and envisions their increasing usefulness as purposes are continually refined; as organization, administration and supervision become more effective and as constructive evaluation becomes as accepted technique for continuing their movement.

Chapter Five “Financial Position” is another important Chapter undertaken by the researcher. Finance plays pivotal role in the establishment and development of any institution, society or nation. Sound economy, a design of national progress, is a key to success of institutions.

There are many objectives of Adventist Accounting System presented in the research study. These make a good sense of dealing financial issues for the betterment of good
financial positions in the schools. Today Adventist schools in Maharashtra state are one of the top schools. This is only because of the good objective functions of the Adventist Accounting System.

There are many Adventist statement of Financial Activity which will be help further in developing various methods, dealing finance in a unit of any educational units. These various concepts are explained in the detailed chapter. Concepts such as: Accounting period concept, Accrual concept, Realization concept, Matching concept, Materiality concept, Consistency concept and full Disclosure concept.

It has been found out in due course of research that the objective of developing Adventist accounting standards or principles for the preparation, presentation and reporting of accounting information is to bring about uniformity and enhance credibility and reliability of Adventist financial statements. Thus every Adventist education institutions rank high in its financial work and progress.

Adventist schools have a good system of cash operations which led to the all round development. Cash operations are discussed in the detailed chapter. However these are divided into four main groups. They are Cash Control: (general policies and practices), Imp rest Cash or Petty Cash; Imp rest Cash Fund Establishment Guidelines; and Imp rest Cash Fund Operating Guidelines. These above cash operations provide a healthy and misuse of in and out flow of cash in the institutions. This chapter has covered every aspect of Seventh Day Adventist accounting and its content is efficiently organized for easy learning and understanding for the public. This chapter will be a great use for the business graduates who aspires to be a good accountant and to chief administrators who would like to gain a glimpse of Seventh Day Adventist institution.
7.2 Major findings

Only 87 percent of students show respect towards the national anthem. 52 percent of the total students sometimes show respect towards national anthem. The concern worry is about the 7.33 percent of students never showed respect towards the national anthem. Thus Seventh Day schools should take efforts in creating the values and attitudes in students towards the nationalism.

1. 19 percent of the total students feel that it is not our duty but the duty of the government to be more concern about Indian crisis. This is a serious concern.

2. 19 percent of the students responded to the statement “upholding the dignity of the nation”, said that it is true and believe that India not a good developed nation.

3. 58.67 percent of students do not have the “motivation to serve the nation”.

4. “Respect for other religion”. Shows that 17.33 percent of students are unable to comment anything or not sure of the given statement.

5. “Religious criteria are must for a marriage”. Shows that 20 percent of the total students strongly expressed that one should marry from ones own religion.

6. “Concern for cleanliness in public places”. Points out that 50.67 percent of the students are not concern for cleanliness in public places.

7. “Commitment for relief operations”. Shows that around 26.67 percent of the total students do not have any commitment to relief operations.

8. “Environmental consciousness” points out that 21.33 percent of the total students lack complete knowledge about the environmental degradation.

9. “Father and mother equal of house work”. Shows that around 69.33 percent of the total sample disagrees with the statement that father and mother equal at house work.
10. “Father Need not to do house work while mother does job”. Points that 70.66 percent of the students do not have the values and attitudes towards the gender stereotyping.

11. “Encourage violence it your demands not accepted by principal”. Shows that 88.67 percent of the students either join with violence or keep silence while violence is encouraged.

12. “Qualified teaching staff” shows that 21.33 percent of the students expressed that teachers are well qualified but they can’t talk in English or teach in English being English medium school.

13. “Adventist education shapes the society” points out that 24 percent of the students either disagree or unable to comment on the given statement.

14. “Students, teacher’s relation”, it is found out that 12.67 percent of the total students expressed that teachers are harsh and act like masters and treated students very strictly.

15. “Students free excess to school management” found out that 15.33 percent of the students expressed that they never had freedom of free excess to the management.

16. “Proud to be a student of your school” pointed out that around 22.67 percent of the total respondents are not proud of Seventh Day Adventist School.

17. Salaries for teachers are very low comparatively with government scale.

18. Misuse of finance since finance is in the respective schools but not management.

19. Lack of play ground in most of the schools.
7.3 Suggestions

The researcher after conducting research work with Seventh Day Adventist Schools in Maharashtra state felt to list down few important suggestions for the betterment of the Seventh Day Adventist Schools and contributing values to the society. These suggestions are for inculcating desired values or attitudes among the students. These are suggested in nine areas of improvement.

1. Clarity of vision and mission
   A well define vision and mission provides the Seventh Day Adventist Schools with a certain direction and purpose and serves as a governing constitution by which it would be possible to evaluate decisions and choose behaviors. This helps in the identification of certain qualities or character, values and attitudes that the students of the school need to emulate. A useful exercise for the schools would be to review their vision and mission in terms of the extent to which they address society’s concerns.

2. Sharing the vision and mission
   Since education in the schools is the joint responsibility of teachers and parents, it is necessary that each be aware of the vision and mission is jointly shared by all concerned, will it be possible to work in a uniform manner towards attaining desired results.

3. Identification of core values and sub-values
   Based on the vision and the mission of the schools, the core values that the school wishes to inculcate among the students should be identified. Each value should be spelt out into sub-values and the desired attributes and impacts should be worked out. It is best not to have too many core values. Involvement of teachers at all stages is important.

4. Identification of age specific strategies
   Different age-groups of children have different needs and capabilities. The physical, social and emotional characteristics, attitudes and interests that emerge during childhood differ from those of early adolescents which
similarly differ from those of mid-adolescence. Also, at different stages of growth, a child is susceptible to different kinds of influences. Therefore the values, sub-values that are identified for each stage—primary, high school and secondary should take cognizance of this fact.

5. Using appropriate methodologies

Both curricular and extra curricular activities can be utilized successfully with suitable orientation; teachers can vow the value dimension in the teaching learning process of various subjects. Different methodologies may be adopted for different age groups. For example, at primary level, group methodologies like story telling, song, poem recitation, play way method of teaching could be used. While high school level where children are older, quizzes and debates as well as organized treks and camps etc. could be more effective. Whatever the methodology adopted, it should be able to create an emotional appeal methodologies that involve active participation on the part of the students, rather than passive listening have been found to be more effective.

6. Creation of a conducive environment

Since values are “caught” and not “taught”, real life examples from the immediate surroundings would influence a child more than any amount of teaching. The programmes and activities of the school should be interwoven with the desired values in such a manner that the child from the time he enters the school, till the time he leaves, imbibes these values in till time he leaves, imbibes these values in each activity that he performs. The social and the emotional climate of the school, including the school rituals and traditions should be conducive to developing the desired values and behaviors. This requires conscious planning on the part of the head of the schools and the staff, proper development and use of resources and involvement of the students.
7. Developing a system of positive reinforcement

It is important to evolve a system whereby the students are motivated towards voluntarily displaying and cultivation desired values and practices. A system of praise and reinforcement can help turn desired behavior into a consistent and conscious habit.

8. Financial crises

It is very true that finance plays very vital role in functioning. The salaries given by the Seventh Day Adventist schools are very low. As a result it is found that good qualifying teachers are not available. Schools should try to pay at least monthly Rs.10,000 to 15,000. More over since finance is in the hands of school, the researcher felt that chances of misuse of finance. It is good if management controls the finance.

9. Physical fitness values

Every students need to play along with studies. It is found out that many Adventist Schools are unable to cultivate the physical values in them. This is mainly because of lack of play ground. Many schools due to lack of space and other limitations, many schools are not in position to have school play grounds. It is must for the management to find out some measures to get some play ground.

7.4 Conclusion

The findings from the research study showed that although there is a perceptible trend taking a holistic view of education among schools, there is tendency amongst majority of the Seventh Day Adventist schools to focus primarily on achievement of Academic Excellence.

On the other hand, some of the core elements of the National Policy of Education (NOE, 1986) the National Curriculum framework for elementary and secondary education (1988) as well as more recent works on school education’ curriculum framework like concern for environment, cultural
heritage, democratic way of life, social unity, secularism, national unity, did feature among the focus areas of schools, such schools were not many.

On the other hand, there were some areas that were hardly mentioned by schools at all. These included – gender, equality, work, population and quality of life etc. While a large number of schools did realize the importance of development of “Scientific Attitude”, a significant percentage of schools still felt that it is not so important.

The research study further brought out the fact that although most of the schools have some focus areas, it does not necessarily mean that the school has been successful in the same. This highlights the need for Seventh Day Adventist Schools to review the kind of strategies they have adopted in order to accomplish their goals. The fact that the mean scores of school that had been “extremely successful” in their stated focus area were higher than those of the rest of the sample does suggest that the school can play a definite role in bringing out the desired values, attitudes and behaviors among students but well defined strategies need to be in place.
APPENDICES [Form - I]
Student Information
[To be completed by students of IX / X]
This questionnaire is a part of a study being conducted by the Research student Mr. Vara Prasad Rao Vakadani on the subject "Contribution of Seventh Day Adventist Education to Maharashtra. A Study (1900-2000)." This is to find out of the attitudes, values, opinions and activities of the school children on various issues. Your response will be extremely valuable for the Research.

1. General Information :
   1. Name of the School : ________________________________
   2. Name of the Respondent : ____________________________
   3. Sex : (1) M  (2) F
   4. Age : (1) 14-15  (2) 16-17
            (3) 17-18  (4) >18
   5. Religion : (1) Hindu  (2) Muslim  (3) Jain
                 (4) Christian  (5) Lingayat
                 (6) Buddhists  (7)____________
   6. Caste : (1) Advanced
              (2) Schedule Caste (SC)
              (3) Schedule Tribes (ST)
              (4) Notified Tribes (NT)
              (5) Vimukta Jati Notified Tribes (VJNT)
              (6) No opinion.
   7. Number of brothers : (1) None  (2) One  (3) Two
                          (4) Three  (5) Four & more
8. Number of Sisters : (1) None   (2) One   (3) Two
(4) Three   (5) Four & more


10. Type of Family : joint / Nuclear / Separated

11. Fathers educational Background : Illiterate / Primary / High school / Higher Secondary / Graduation / Post Graduation / Doctorate.

12. Mothers educational Background : Illiterate / Primary / High school / Higher Secondary / Graduation / Post Graduation / Doctorate.

13. Earning Family head : (1) Father   (2) Mother
(3) Uncle   (4) Grandfather
(5)____________________

14. Earning Family Head Main Occupation : (1) Agricultural   (2) Govt. Employment
(3) Private Employee   (4) Self Employment
(5) Trade / Commerce   (6) Service Provider
(7)____________________
Read the Statements given below carefully. For each statement indicate your opinion with a tick mark. You are requested to answer as truthfully as possible.

2. Nationalism

1. If a choice to take up any nationality that I wanted, I would -
   1  Definitely want to be an Indian
   2  Depends on a lot of other things.
   3  Definitely not want to be an Indian.

2. “East or west India is the best”.
   1  I totally agree with the statement.
   2  It is true in some cases and not in others.
   3  I totally disagree with the statement.

3. You have been given tickets both for a movie (morning show) and for the Republic Day function at the India Gate. What would you do? (Assume that you have never seen the Republic Day Parade live before).
   1  Definitely attend the Republic Day function.
   2  Go to the movie.
   3  Attend the Republic Day Function only if you are able to cancel the tickets/ get booking for another show.

4. If the National Anthem was played on T.V./ radio I would stand up/ sit to attention-
   1  Always
   2  Sometimes
   3  Never

5. If I had an opportunity to help the poor and the needy in my country-
   1  I would help them with all my heart and soul.
   2  I have a lot of other important things to do.
3. I would help them if I had the time and money.

6. If a part of the country with a crisis e.g. Famine-
   1. It is our duty as Indians to contribute in whatever way we can.
   2. Those who are able to contribute should contribute.
   3. The government should handle the situation.

7. If my parents came to my school and started talking to me in Hindi/ regional language in front of my friends-
   1. I would feel extremely embarrassed.
   2. I would not feel embarrassed, but I would certainly wish that they would speak to me in English.
   3. It would be all right for them to speak to me in Hindi/ regional language.

8. You have read an article on India in an American magazine that describes India as “a country of poverty, death and deprivation.” What do you feel?
   1. Agree with the article.
   2. Feel sad that people abroad have such a poor impression of India.
   3. Feel angry at such one-sided description of India.

9. After completing my studies I would like to-
   1. Take up a job abroad.
   2. Take a job abroad only if I do not get a good opportunity in India.
   3. I would definitely want to work in India.

10. Many countries in the West are now following the systems of traditional medicine e.g. Ayurveda, which we as Indians have been following for the past so many centuries. This make you feel-
    1. extremely proud of your rich heritage.
    2. Happy that countries in the west have finally started respected our heritage.
    3. Indifferent
3. Attitude towards Religion

11. Our destiny lies in the hands of God and nothing that we can do can change that.
   1 Agree
   2 Disagree
   3 Not sure

12. A person can lead a good life even without following any religion.
   1 Agree
   2 Disagree
   3 Not sure

13. In order to achieve something, persistent and wholehearted effort is more important than prayer or worship.
   1 Agree
   2 Disagree
   3 Not sure

   1 Most of the times.
   2 Sometimes.
   3 Never.

15. In order to be religious it is important to observe all the rituals / fasts associated with one’s religion.
   1 Agree
   2 Disagree
   3 Not sure

16. The greatest religion is the service of mankind.
   1 Agree
   2 Disagree
   3 Not sure.
17. It is important for children to be aware of the rituals, stories, myths not only of their own religion but of other religions as well.

   1 Agree
   2 Disagree
   3 Not sure

18. As far as my friend circle is concerned-

   1 I would prefer all my friends to belong to the same religion as mine.
   2 I would like most of my friends to belong to the same religion as mine.
   3 It does not matter to me what religion my friends are.

19. If a friend belonging to a different religion invites me to his/ her house to celebrate a religious festival I would –

   1 Go happily
   2 Make an excuse for not doing.
   3 Decline the invitation

20. One should marry-

   1 Always within one’s own religion.
   2 Within one’s own religion, as far as possible.
   3 Religion should not be criteria for marriage.

4. Social and Civic values

21. If I see a blind man who needed help in crossing the road I would make it a point to help him.

   1 Always.
   2 Sometimes, if I was not in a hurry.
   3 I would look away.

22. You have managed to get a seat for yourself in a crowded the road I would make it a point to help him.

   1 Vacate the seat for the elderly person.
2. Offer to hold his bag.
3. Look away.

23. You have gone for a walk in the park. You see a group of children teasing a puppy by throwing stones at him. What do you do?
1. Check the children
2. Join the children in throwing stones at the puppy.
3. Carry on walking, feeling bad for the puppy.

24. You have gone to big fair. You see a little girl crying. She was been lost. What do you do?
1. Buy her a balloon.
2. Contact the authorities to locate her parents.
3. Continue with whatever you are doing.

25. While returning home late at night you pass an accident. A wounded man is lying in the middle of the road. What would you do?
1. Go on your way hoping that someone else would have already informed the authorities.
2. Inform the police / hospitals immediately.
3. Go on your way as you do not want to be involved.

26. Tired with the slackness of the municipal authorities the residents of your area decide to organize a cleanliness drive to clean the locality themselves. What do you do?
1. Join the cleanliness drive enthusiastically.
2. Join only if your friends are participating.
3. Think that one person less will not make a difference.

27. You are sitting in a picture hall. The person next to you is eating peanuts and throwing the shells in the hall itself. What do you feel?
1. It does not bother you.
2. You feel angry but you try to ignore him.
3. You feel angry and you check the person.
28. You do town has experienced its worst flood in many years. Your school, which is involved in the relief operations, has asked for volunteers to help out with food distribution to the flood victims.

1 Volunteer immediately.
2 Volunteer only if your friends are also going.
3 You are not interested in such things.

29. You are celebrating Holi in school. All your friends are having fun throwing colors at each other. In the fun of the moment some of your friends start writing “Holi Hai” on the walls of the school. What do you do?

1 Join them in writing on the walls.
2 Ask them to stop writing on the walls.
3 Stand by and watch / walk away.

5. Environment consciousness

30. Most of the environmental destruction is caused by the poor countries:

1 Agree
2 Disagree.
3 Not Sure

31. Sustainable development with reference to environment means development that can be sustained throughout the lifetime of an individual:

1 Agree
2 Disagree.
3 Not Sure

32. Environmental degradation can be reduced through usage of renewable sources of energy:

1 Agree
2 Disagree.
3 Not Sure

33. One of the disastrous effects of global warming would be a rise in the sea levels all over the world:

1 Agree
2 Disagree.
3 Not Sure
34. It is all right for someone to use as much electricity as he wants so long as he pays for it:
   1 Agree
   2 Disagree.
   3 Not Sure

35. Whenever I leave a room I make sure that the fans and lights are switched off:
   1 Most of the times
   2 Disagree.
   3 Not Sure

36. I turn off the tap while brushing my teeth:
   1 Most of the times
   2 Disagree.
   3 Not Sure

37. If I cannot find a dustbin close by I prefer to hold on to the litter till I do find one:
   1 Most of the times
   2 Disagree.
   3 Not Sure

38. I use only one side of the paper for writing:
   1 Most of the times
   2 Disagree.
   3 Not Sure

39. If a room was lit by adequate daylight, I would not turn on the tube lights to study:
   1 Most of the times
   2 Disagree.
   3 Not Sure
6. Gender Stereotyping

40. It is as important for boys to know how to cook as it is for girls:
   1. Agree
   2. Disagree.
   3. Not Sure

41. Even if they are very sad or depressed, boys must never show their emotions by crying:
   1. Agree
   2. Disagree.
   3. Not Sure

42. Women are more suited for the profession of teaching as compared to men:
   1. Agree
   2. Disagree.
   3. Not Sure

43. Boys have a greater aptitude for professions like Accountancy, Management etc. as compared to girls:
   1. Agree
   2. Disagree.
   3. Not Sure

44. I would feel very embarrassed if my friend saw my father helping my mother wash clothes:
   1. Agree
   2. Disagree.
   3. Not Sure

45. It is as important for girls as well as it are for boys to take part in athletics:
   1. Agree
   2. Disagree.
   3. Not Sure

46. If a boy takes a girl out for dinner, it is the boy who must pay the bill:
   1. Agree
   2. Disagree.
   3. Not Sure

47. If I was working, I would be equally comfortable with a male boss as with a female boss:
   1. Agree
2 Disagree.
3 Not Sure

48. In a nuclear family, if both the parents are employed and the mother who should take leave from work:
1 Agree
2 Disagree.
3 Not Sure

49. I would not like it if my father stayed at home to do household work while my Mother went out for a job:
1 Agree
2 Disagree.
3 Not Sure

7. School Profile

50. You are celebrating Christmas. All your friends are having fun throwing gift packing papers. In the fun of the moment some of your friends start writing “Happy Christmas” on the walls of the school. What do you do?
1 Join your friends in writing the same
2 Ask them to stop writing
3 Stand and watch how they are writing

51. You and your friends have gone to principal’s office. Your demands are not accepted by the principal. Your friends start breaking the window panes, benches etc. What would you do?
1 Join them in breaking school furniture
2 Tell them what they are doing is wrong
3 Keep silence over it

52. You are studying in well-reputed school in your town/city. What do you say about your teachers?
1 Qualified to teach
2 No proper qualifications
3 Qualified but can’t speak in English

53. Does your school education teach you to be concern about your society?
1 Yes, I fully support the above
2 To certain extent only
3 Never encourages to be concern about society
54. As a student which syllabus do you prefer which will help you in shaping the society?
   1. I.C.S.E
   2. C.B.S.E
   3. S.S.C

55. As a student of this school you feel you are imparted right education to shape the society?
   1. Yes, I agree
   2. No, I disagree
   3. I can't say anything

56. Does your school conduct debates related to the education, Nationalism, Religious and Society?
   1. Conducts only if needed or asked for
   2. Conducts every term as planned
   3. Never conducts any sought of debates

57. How is the relationship between students and teachers?
   1. Parental relation
   2. Friendly relation
   3. Master and slave relation

58. As a student you have free excess to your school management for all-round development of the student and school?
   1. Full freedom
   2. Feel scared
   3. No freedom to free excess

59. Are you proud to be a student of this school?
   1. Yes
   2. No
   3. Regretting for being a student of this school

60. How do you rate your school comparing with other schools in your city/town?
   1. Excellent
   2. Good
   3. Satisfactory
This questionnaire is a part of a study being conducted by the Research Student Mr. Vara Prasad Rao Vakadani on the subject “Contribution of Seventh – Day Adventist Education to Maharashtra. A study (1900 to 2000)”. Kindly give your responses in the space provided below. Your response will be extremely valuable for this research.

Name of the School ________________________________

Name of the Place __________________________

Total Enrolment ______________

What is the Teacher/Student ratio (Number of students per teacher) in your school? ________________

1. Given below is a list of various values and skills which various people believe should be developed in school children. What according to you is the importance that should be given to each in schools? Please rank each value on a scale of 1-4 as given below.

<table>
<thead>
<tr>
<th>Extremely Important -5, Not so important –2,</th>
<th>Important -4, No comment-3, Not important at all -1.</th>
</tr>
</thead>
</table>
15. Inter-personal skills [1] [2] [3] [4] [5]

2. All schools have a certain Vision, the goal that the students aspire to attain. This helps the Principal/teachers to focus on certain aspects which would help in achievement of that particular vision. E.g. some schools focus on academic excellence; others may focus on spiritual and moral development.

What are the five areas that you focus on in your school? Kindly state these in order of priority. Also state the steps/activities/interventions that you have undertaken in order to achieve each. (Use additional sheet if required).

FOCUS AREAS

(1)

(2)

(3)

(4)

(5)
3. Given below is a list of certain values/attitudes. How successful has your school been in its ability to inculcate each of these values/attitudes among the school children? Rank your school according to three – points scale given below –

Extremely successful 3, Moderately successful 2, Not very successful 1.

1. Feeling of Nationalism (Love and respect for the country, our heritage and a feeling of pride in being and Indian). [1] [2] [3]

2. Responsibility towards those who are underprivileged/ in need. [1] [2] [3]


4. Level of religiousness (attitudes towards religion, its role in our life, religious customs etc.) [1] [2] [3]

5. Environment Consciousness (concern for environment and Knowledge of environmental issues) [1] [2] [3]


7. (Understanding that in today’s world men and women need not be restricted by the ‘roles’ given to them by society). [1] [2] [3]
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CHRONOLOGICAL EVENTS IN MAHARASHTRA

(1900-2000)

1905 Elder and Mrs. Hansen began their work in Bombay.

1906 Dr. Lucinda Marsh began her medical work in Bombay.

1906 Sister Kurtz, Mr. Haga, Sister Haegert and Mrs. C.F. Hansel worked as colporteurs in Bombay.

1908 Elder G.W. Enoch arrived in Bombay.

1911 J.N. Skau joined them in Bombay.

Work began in Panvel and Kalyan.

Girls school at Panvel.

Boys school at Panvel.

Death of Bro. Marshall—the first Sabbath keeper in Bombay (Convert)

Mission work starts at Lonavala—elder S A

Wellman and Mr. and Mrs. Kelsey.

1912 Elder G F Enoch met Ramabai at Kedgaon—Pune.

1913 School for training evangelists at Kalyan.

1914 School for Marathi nurses at Kalyan.

1915 Bombay Presidency Mission—First time an organizational setup for Western India work Territory—West coast, Panvel and Kalyan for two vernacular languages, Marathi and Gujarati.

1915 Land Measuring nine acres was purchased in Kalyan – It became the mission centre for work in Western India. M.D. Wood and C.U. Pettit.


Training Schools for Bible Workers at Kalyan, First time 3 Gujarati students were enrolled.

1916 Five new tracts in Marathi published from Lucknow.

1917 Manmad Mission Station – R.E. Loasby, Brother Peter Shinde assisted him in colporteur work on the railway station at Manmad total membership was 46.

Lasalgaon School first property purchased -

(R.E. Loasby – G. F. Enoch – Brother Williams)
1919  W.H. McHenry received a tract entitle, “Other Side of Death” at Manmad railway station from an SDA colporteur, Peter Shinde.

1919  W.H. McHenry and S O Martin, missionaries of Church of Christ stationed at Aurangabad accepted SDA message.

W.H. McHenry – the first convert from Aurangabad.

Work started in Ahmednagar W. H McHenry

The first church building at Newasa – McHenry

First Sabbath School organized by G.F. Enoch at Aurangabad.

Property purchased in Aurangabad that belonged to the Church of Christ near railway station. This became the epicenter for SDA work in that area.

1920  Girls School at Kalyan _R E Loasby

1922  Completion of the bungalow at Lasalgaon.

First church organized in Surat. Work in Chanwad _R E Loasby.

1923  Ordination of W H McHenry and S O Martin at Lasalgaon. (Jan.15)

Small school for Marathi girls opened at Kalyan – (later on shifted to Lasalgaon).

1926  Work strengthened in Khandesh.

1927  Newasa property purchased – building in progress – W H McHenry shifted to Newasa from Aurangabad and spread SDA work to several villages of Newasa Taluka.

Poona work strengthened by G. F. Enoch and S.O Martin.

1927  WIU information – Division Council Action with 3 organized and 2 Unorganized Missions.

1929  Western India Union formation (Division Action).

Annual Melas conducted at Paithan and Newasa – W H McHenry.

Invitation to S.O. Martin to go to Kolhapur – South Maharashtra

Lasalgaon Boys dormitory completed (Old) – Kalyan school amalgamated with Lasalgaon school. Co-education in Lasalgaon.

Work in Ambernath, Thakurpada, Rangarli, Saroli and Sarolipada around Kalyan by David Bansode.
1930  Elder Ludgate met Mahatma Gandhi in Surat – as Mahatma was on his Dandi March.

1931  Flood at Lasalgaon – C C Cantwell was the Principal -  
The railway track was also swept away into the adjacent fields.  
A farewell meeting for Pr. and Mrs. Oss in Lasalgaon D N Tilak was present for this occasion – editor of Dnyanodaya. Work at Deolali and Nashik  
Hatkangale property – a donation from Chatrapti Shahu Maharaj to S O Martin.  
On behalf of the SDA church.

1932  Hatkangale bungalow and small other quarters built.

1935  Chandwad property sold.

1936  W H McHenry takes over Kolhapur work from S O Martin after his permanent return.  
Kalyan property given lease to United Oil and chemical works, Kalyan.  
New work began in West Khandesh – at Dhulia and Nandurbar.

1937  Marathi church in Bombay – Permission.

1938  WIU HQ transferred from Salisbury Park to Irwin Road (1937-1953).  
1940  Present Mumbai property (15 YMCA Road) purchased – Old blocks demolished and new present church building construction.

1941  W.H. McHenry came back to Pune as a foreign missionary stayed at Padamji Park. Kalyan property sale approval # 1750.

1942  Mumbai Club Back Road property finalization (School property).  
WIU HQ relocated at Irwin Road Pune.

1943  VOP in Marathi started in Poona A.E. Rawson – Director.

1943  I K Moses, First indigenous officers in the WIU was appointed as Secretary / Treasurer.

1944  Lasalgaon amalgamation with Spicer. “Vartahar” started

1945  WIU HQ and the residence in the following  
Three bungalows at Salisbury Park _  
1. Ditchburn Montrose – Residence  
2. Singerh View - Residence
3. Braikie – Office
   (Present PADMAC campus)

1945  WIU HQ shifted to Bombay
Belapur Road works strengthen which was started by M D Moses, B S Kakade, B J Hiwale.
Golden Age lectures in Poona – by C I John – in a pavilion erected near Bhikardas Marathi Temple. 2nd series of Golden Age meetings near Lakdi Bridge, Tilak Road, Pune.

1946  Alte school (church building)

1950  South Marathi Mission Boarding School at Hatkangale opened.

1954  Pune city church property purchased.

1955  Poona city church property purchased.
Mumbai – Marathi Mandir residential building plan approved with two storied building.

1960  VOP lectures at Manmad – S B Shinde
Assisted by:
P R Phassge.
B H Kaley
A K Kandane
O N Ohal
Major efforts in Nashik.

1960  Major efforts in Nashik_M D Moses.

1966  Re-organization of Western India Union Two local sections created
North Maharashtra Section – Nagpur.
South Maharashtra Section – Hatkangale

1968  North Maharashtra Section HQ shifted from Nagpur to Aurangabad_new building.

1969  Temperance message translated into Marathi and Gujarati languages.

1970  Western India Union Lay members meeting at Salisbury Park, Pune.

1971  Central India Union was rearranged with two organized sections, Andhra and Maharashtra.

1974  United one Maharashtra Section _ 1st Constituency – Pune.
Ahmednagar church building completed and dedicated.
1975  Arogyadeep Marathi Magazine started.
1977  Miraj city effort - interest created –
      Speaker – A K Kandane, S S Pandit, V J Khandagle
      S S Bhosale, M D Nade and B B Bhosale
      Miraj Church building completion and dedicated.
1982  Housing for the LE’s two more places.
      Chembur Aug 29, 1983.
      Vashi – April 18, 1983.
1982  Housing facilities for LE’s in Mumbai – Bhayender and Virar on
      Nov, 01, 1982.
1982  L E houses purchased – Bhyander and Virar.
1984  L E houses purchased Chembur and Vashi.
1990  WIU HQ shifted to Salisbury Park, Pune.
1993  G C President’s Visit to Mumbai- R. Folkenburg.
1993  Mumbai Metro formation.
2000  Division Council in Pune – formation of Western India Union
      Attached field. [ Maharashtra & Gujarat]