CONTRIBUTION OF SEVENTH-DAY ADVENTIST EDUCATION TO MAHARASHTRA A STUDY (1900 – 2000)

SYNOPSIS

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To

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1. Introduction

Education has always been recognized as means to the objectives of social, economic and political development of a nation. While the social education equips the society with the on lightened work force, higher education provides competent leadership by supplying well developed human resources such as scientists, engineers, doctors, teachers, managers and so on. It is this human resource which finally takes the responsibility of operating the development system of a nation.

Indian education commission (1964-66) has rightly pointed out the role and importance of education in the democratic country like India. Really, in the age of science and technology we can’t achieve our goal of national reconstruction with our education. Education is the single instrument by which we achieve our social change without violent revolution. It trains mind of the people to cope with the change. Education broadens the mental horizon, enables the individual to enjoy good things of life and raises his standard of living. It influences economic, social and religious development. It alters the attitude towards work, adaptability, attitude towards family size and various social attitudes relevant from the socio-economic point of view.

The Seventh Day Adventist Church recognizes that God, the Creator and Sustainer of the earth, and the entire universe, is the source of knowledge and wisdom. In his image God created man and woman perfect. Because of sin, human beings lost their original estate, and Christian education, by perfecting faith in Christ, restores in them the image of their Maker, nurtures in them an intelligent dedication to the work of God on earth and develops in them a practical preparation for conscientious service to fellow human beings. Seventh Day Adventists believe that knowledge of this personal God can never be derived by human reason alone, but that God has communicated His nature, purposes and plans through divine revelation. The Holy Scriptures of the old and new testaments were given by inspiration of God and contain a revelation of his will to men and women, and they constitute for the church the only unerring rule of faith and practice. The Church membership accepts the gift of prophesy as manifested through special revelation to the Seventh Day Adventist Church in the life and ministry of Ellen G. White. In this respect,
Seventh Day Adventists accept divine revelation as the guiding principle in their philosophy of education. They believe that their teachers are servants of God and their student’s children of God.

The Church operates a school system to ensure that its youth may receive a balanced physical, mental, moral, and social and vocational education in harmony with denominational standards and ideals, with God as the source of all moral values and truth. His revealed mind and will are the criteria for right and wrong. The state interest of the Church is the optimum development of the whole child for not this life and the life hereafter. Seventh Day Adventist conduct their own, elementary schools up to graduation, for the purpose of transmitting to their children the own ideals, beliefs, attitudes, values, habits and customs. The government maintains a highly developed public school system for making citizens, but in addition to being patriotic, law-abiding citizens. Seventh Day Adventist wants their children to be loyal, conscientious citizens. There is peculiar to the church that knowledge, value and ideas that must be transmitted to the younger generation in order that the church may continue to exist. In this process the Biblical principle of social transmission is recognized “tell ye your children of it, and your childe tell their children and their children another generation (Joel 1:3).

A true knowledge of God, fellowship and companionship with him in study and service and likeness to Him in character development are to be the source, the means said the aim of Seventh Day Adventist education.

In summary, the Seventh Day Adventist Church desires through all its educational programmes to help prepare the youth of effective citizenship on this earth and for rewarding citizenship in the new earth. The educational programme of the Church gives primary emphasis to character building and to the spiritual foundation in the life of its children and youth. Moreover, it makes abundant provision for the acquisition and interpretation of that which is appropriate from the store of secular knowledge and skills for mental, social, vocational and physical development.
1.1 Significance of Study

During the British rule the Adventist education was ignored and discouraged. The Constitution of India guarantees safeguards under Article 29 and 30 the right of minorities to have educational institutions of their choice whether based on religion or language. This resulted in established more of Adventist educational institutions in India.

Seventh Day Education has always formed a continuum and a basis for the development of human society. As an organized social institution, education can be looked upon as a process of including the younger members of society into a kind of life that is thought to be desirable both for the individual and for the total group, Civilized society conceives this something in terms of certain kinds of knowledge, skills, attitudes, values and behavior patterns. Through development of attitudes, values, capabilities and skills, education provides the strength and resilience to people to respond to changing situations and enables them to cause and contribute to society’s development.

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 society. The school is the place where children are introduced to acting with understanding. Where behavior and knowledge are integrated and reflected in their actions, it is school, which, in the course of time moulds their attitudes, interests, likes and dislikes towards various objects. Individual issues and problems they are likely to face in their life. Thus the characteristic of a child passing out school is molded by the kind of curricular/ extracurricular inputs prescribed and the way in which they are transacted in school.

The state of Maharashtra is birth place of many. Jyotiba Phule, Savitribai Phule, Shahu Maharaj, Dr. Ambedkar, Ranade, Karmveer Bhaurao Patil and so on. During the British period the leaders, educationists, social workers with board vision and unstinted cooperation of local people have vehemently worked and propagated the cause of education in the nooks and corners of Maharashtra state. As a result of this, great awakening has taken place among the people of Maharashtra.
A study of the development of Adventist education in Maharashtra state is essential because it has a glorious heritage of education. Due to this during the British rule a number of voluntary agencies, started by the great thinkers, social reformers, patriotic persons and religious group have spread network of primary and secondary education.

1.2 Reasons for the selection of the topic

The Seventh Day Adventist’s work spread throughout India. It is wide spread in the east reaching the west, becoming established in the south and extended to the northwest. New mission centre were opened, new medical enterprises were begun, the educational structures was strengthened, the foundations for many of the present institutions were laid, and the number of Seventh Day Adventist publications increased. These reasons motivated the researcher to select the topic.

The church related institutions in their custodial creative and evaluative roles help develop within the students ethical, religious and social values compatible with church philosophy and teachings, values which prepare the students for their life. These institutions also help develop in their student’s higher concepts of service to God and man. This the main reason behind the selection of topic.

1.3 Objectives of the study

The objectives of the present study are to examine the development of Adventist education in Maharashtra state. The objectives are as follows:

1. To study the growth and development of Adventist educational institutions.
2. To ascertain the facilities provided by the management.
3. To examine the process of admissions to students. Criteria for employing teachers.
4. To find out the attitudes and inculcated values of the students.
5. To identify the moral education, self realization and civic responsibility of the students.
6. To submit meaningful suggestions as may be appropriate.
7. To study the physical and socio-economic background of students in Maharashtra state to get general idea of the life of the rural people.

1.4 Hypotheses

1. The students prefer Seventh Day Adventist schools.
2. Seventh Day Adventist schools really ensure the spiritual, physical, social development and mental abilities for every student.
3. Seventh Day Adventist schools aim to prepare the youth for effective Citizenship and character building.

1.5 Research Methodology

Historical Method of research is mainly used for present study. The method adopted and tools chosen are based on the primary and secondary source of material. Every development and refinement of has a history. Study of past gives the researcher an insight for the future work.

Historical research mainly depends on primary and secondary sources. Primary sources are both in written and oral form. Authentic government reports, correspondence among the leaders and oral interviews are the main primary sources used to get authentic information for this research. The historical method of research has also been used for analyzing the material collected. Historical facts are divided into two categories.

a) History is a record of facts and
b) History is a record of facts and interprets the facts from a right prospective.

In this kind of research, several documents are examined. Through this method a researcher often explains the process of gradual evaluation of Seventh Day Adventist education through primary sources like collection of data, questionnaire and interviews and so on. So the appropriate method of study is historical method.
A) Sampling

Locale: The present study is of empirical type. It is descriptive in nature. The researcher selected Adventist schools in Maharashtra as his research field. The study is conducted on all the Seventh Day Adventist schools affiliated to the Council for Indian School Certificate Examinations, New Delhi and Maharashtra State Board. The researcher selected Seventh Day Adventist schools in Maharashtra such as Pune, Kolhapur, Mumbai, Lasalgaon, Nagpur, Ichalkarnji, Hatkangale focusing std. I to X.

The empirical method of research is used for the present study. The main reason behind using this method is its objectives and special features. In the empirical method, the purpose is clear and involves gathering of data, analysis, classification, interpretation and report writing. It consist the past events, and is concerned with the present and can suggest the course of future development.

B) Collection of Data

The researcher used the following tools and techniques to collect the essential data for the study.

1. Questionnaires

Two questionnaires prepared i) for the students, ii) for the management.

This questionnaire is administrated to the students (Respondents from various classes. The questionnaire includes questions on general information about the students on selected values / attitudes, namely nationalism, attitudes towards religion, social values, and environment consciousness. The questions structured and sought to elicit responses of students to different situations / statements.

The second questionnaire is completed by principal / Head Master of the various selected Adventist schools. The questionnaire includes both structured and open-ended questions. Information is sought from the Principals or the Head Masters on the following areas: 1) Values, attitudes and skills that should be inculcated in schools. 2) Focus areas of schools and specific steps / intervention taken through
principal’s ranking of their respective schools for the listed values. The researcher will analyze both the questionnaire received from schools.

1.6 Limitations of the Study

Every research has its own limitations. It depends upon the time and the resource available to the researcher. For the fulfillment of the objectives and testing the hypotheses, the researcher has limited his study to geographical area of Maharashtra state only.

The present research is limited to the development of Adventist education only and the study is confined to 7 important schools throughout Maharashtra state, such as Pune, Kolhapur, Mumbai, Lasalgaon, Nagpur, Ichalkarnji, and Hatkangale focusing std. I to X.

1.7 Review of related literature

Review of literature in the chosen field of research provides necessary knowledge about the quantum of work already done. It helped the researcher to concentrate more upon new areas which remained still unexplored. The researcher has done through secondary data like books volumes which are available at present. Researcher aims to approach number of libraries and other historical centers for collection of relevant material.

Prima facie the researcher has verified the following material regarding the Adventist philosophy of Education.

Naik J. P. “History of Education in India during the British period MacMillan, Bombay 1943 has focused various aspects and the importance of literacy which was needed in India. The source of data will be a great need for the researcher to concentrate the Adventist education to Maharashtra state.

Safaya R. N. in his book “schools administration and organization” S. Chand and sons, Jallendar— Delhi, 1985 has focused on the system of administration in every
organization for the upliftment of the students and the society. The inspired the researcher to do a great work on the Adventist schools to strengthen and contribute to the present administrative set up.

“History of Education.” “1850-1950 (Govt. of Maharashtra, Bombay) has illustrated several achievements and failures in education for the period of hundred years are highlighted for the betterment of the education system. This motivated the researcher to do more research on the Adventist schools.

Division Board Members. “Seventh Day Adventist Religion Curriculum”, (Journal) Hosur, 1981 has mentioned various religious educational and cultural activities of Seventh Day Adventists. This data has enriched the researcher to know more about educational and cultural aspects of Adventism which will help the researcher to a great extent.

Josiah Litch, in his work “Rise and Progress of Adventism” has dealt with various pioneers of Adventism. This book also explains the rising movements of Seventh Day Adventist Movement missionaries in various times.

There were few primary sources of data which were examined by the researcher to get clear understanding of the selected research study such as

1) Maharashtra state Gazetteer, Kolhapur District (Maharashtra State Govt. Publications, 1960)
2) Annual Reports of various Adventist Schools.
3) Census Reports.
4) Statistical Reports of Schools.
5) Southern Asia Tidings (journal)
6) Adventist Education (journal) which were a great help to the research work.

The researcher has noticed that there has been so far no specific work on this topic. The researcher has conducted pilot study of various Adventist schools, colleges, libraries. The availability of material on this particular topic is limited. Hence the researcher felt the need to do more of research work on this topic.
1.8 THE PLAN STUDY

The study is presented to seven chapters:

**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. Therefore 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.

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 socio-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.

**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.

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 undertaken 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 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 Jyotibha Phule, Dr. Baba Saheb Ambedkar have enriched the socio cultural life of Maharashtra making Pune as their place for work.

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”** 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 work 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 its 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.

**Chapter Six Field Study: Schools** This chapter is completely a field study conducted in all the selected schools. It deals with attitudes, values that need to be inculcated in students mind by the schools. The researcher has taken keen interest in finding the levels of these values and attitudes and made it possible to give suggestions to the respective schools. The findings are listed along with suggestions and recommendations.

**Chapter Seven Findings, Suggestions and Conclusion:** This chapter concludes the entire research work with findings, suggestions and conclusion.
1.9 Important Findings

After conducting the research study in Adventist schools in Maharashtra found out the following values and attitudes which need to be inculcated in students. These findings are found out through questionnaire method.

1. 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.

2. 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.

3. 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.

4. 58.67 percent of students do not have the “motivation to serve the nation”.

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

6. “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.

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

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

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

10. “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.

11. “Father need not to do house work while mother does job”.
12. Points that 70.66 percent of the students do not have the values and attitudes towards the gender stereotyping.

13. “Encourage violence if 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.

14. “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.

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

16. “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.

17. “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.

18. “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.

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

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

21. Lack of play ground in most of the schools.