1.1 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 enlightenened 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.

In the world based on science and technology it is education that ensures the level of prosperity, welfare and security of the people. On the quality and quantity of people passing out through schools and colleges will depend on the success of the great enterprises of national reconstruction whose principle objective is to raise the standard of living our people.

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 economics, 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 accepts 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.

1.2 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.

There 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 individuals, 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 within her/him.

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 birthplace 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 co-operation 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.

1.3 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.

1.4 Objectives of the study
The objectives of the present study are to examine the development of Adventist education in Maharashtra state. The research study 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 spiritual 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.

1.5 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 aims to prepare the youth for effective Citizenship and character building.

1.6 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, and 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 form schools.

2. Interviews

There is a need for the researcher to interview various Seventh Day Adventist schools, their managements, teachers, students for the collection of data. Oral history is basically an information collection technique, the result s of which may be found in loosely coherent transcripts or is used as a source material for writing the unknown facts. As interview of related personalities come under oral history. The oral history is used as means for an accurate recording preservation of personal sources to fill the gaps in the written documents. The new means, a magnetic tape recorder, is used to capture the exact verbatim accounts, together with accents, intonations and inflection with intervention of the researcher.

The researcher has specially and intentionally used interview technique with cross-references to collect maximum and original authentic information and that too in a greater depth. It also helped to obtain personal information easily, the interviews helped to secure the most spontaneous reactions, supplementary information about the interviewee’s personal characteristics and the environment. These were of use in the interpretation.

The interview schedule is based in the clear conception of the required information. A written schedule in prepared and it includes mostly the open-form questions and also some leading questions for seeking the information about the Adventist school. The present study includes the interviews of Dr. Bakul Bhosale, Mr. Shashikant Gaikwad, Kolhapur. Mr. Anupam Nawrangi, Mumbai. Mr. Jayant Sable, Lasalgaon. Sahebrao Khandagale, Nagpur,
Mr. Sanjeev Bhosale, Ichalkarnji, Mr. Sunand Bagade, Hatkangale. The interview schedules are included in Appendix. The data is help for analysis, interpretation and evaluation of the work of Seventh Day Adventist education.

1.7 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.

1.8 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.
1.9 THE PLAN STUDY

The study is presented to seven chapters

CHAPTER – 1

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