

AN ANALYSIS OF THE EDUCATIONAL STATUS (EDUCATIONAL PROBLEM) OF THE GURJAR STUDENTS IN RAJASTHAN

¹Dr. Anil Kumar, ²Prof. (Dr.) Sangeeta Chauhan, ³Mr. Hari Singh Yadav

¹Teacher, Govt. U. P. School, Chandpur, Alwar (Rajasthan)

²Dean, School of Education G. G. S. I. P., University, Delhi

³Lecturer, Govt. Sr. Sec. School, Bhor, Bharatpur (Rajasthan)

ABSTRACT

Child is the centre of education. Education should be child centred. A child should be given such an education which should help him in emotional, social and mental maturity. He should get success upon his ambitions/Expectations. The Gurjar students in Rajasthan are facing the educational problems like teaching, learning, teaching environment, management, administration, culture and history.

KEY WORDS: - Gurjar Students, Educational Problem

I. INTRODUCTION

Modern education is child-centered. Its objective is not only to provide formal education to all but the all-round development also. Education should make anyone mentally, socially and emotionally matured so that he can get more success upon his ambitions and expectations. Following it the modern education is being given in India today.

Nowadays it is believed that education should be "child-centered" what a child can do, should do, it is decided by his talent and ability. What the result will be depends upon the education he is given, this is the question which shows the difference of Educational studies.

The education level in Rajasthan is poor in comparison to other states. The Planning Commission report says that the quality education in Rajasthan is poor. The Rajasthan government got a report in August 2007 about the social and economic status of the Gurjar communities in Rajasthan (Social justice and social welfare department Government of Rajasthan 2007) which describes the Gurjar community undergoing deep concerning living standard.

Even today the Gurjars are living a less educated, low level of living and poor life. The orthodox diseases like child-marriage, superstitions have detained the community's growth. They are under heavy debts following the orthodox customs like child marriage, death ceremonies and marriage ceremonies. The researchers of the historical and social study of the state find that the main occupation of the Gurjar community is animal stock, animal feeding and to some extents agriculture. The literacy rate in the Gurjars in Rajasthan is less than the literacy rate of the state.

II. PROBLEM STATEMENT

“A detailed analysis of the educational status (educational Limitation) of the Gurjar students studying at senior secondary level in the schools in Rajasthan.”

II. OBJECTIVE OF STUDY

To study the educational limitations/problems of the Gurjar students studying at senior secondary level living in rural and urban areas in Rajasthan.

III. RESEARCH METHOD: - The researcher has used the survey method to do his research work.

3.1 VARIABLE: - Independent variable; the Educational Problems of the Gurjar students studying at senior secondary level in the schools in Rajasthan.

3.2 SAMPLE: - Under the idea of justice the following sample has been taken. The students studying at senior secondary level were selected for the research 600 Gurjar students [300 rural (150 boys + 150 girls) + 300 urban (150 boys + 150 girls)] studying at class 11th and class 12th in the government and private schools in Rajasthan.

3.3 TOOLS: - The researcher has used the following tools: - For Educational Problems, the questionnaire made by Prof. Beena Shah and Dr. S. K. Lakhera has been used.

3.4 STATISTICS: - The study related surveys are up to date analysed. The study used statistics, Mean, Standard Deviation and T-value.

IV. HYPOTHESIS USED IN STUDY

HYPOTHESIS 1

There is no significant difference in the educational problems of the Gurjar students in rural and urban areas studying at senior secondary level in Rajasthan.

Group	No. (N)	Mean (\bar{x})	Standard Deviation (σ)	T-Value (t)	Signification Level
Rural Gurjar Students	300	122.5	16.52	0.886	Accepted
Urban Gurjar Students	300	120.6	18.16		

Conclusively, it can be said that there is a similarity in educational problems facts in both the groups of students with respect to teacher and teaching causes, social and environmental causes, management administrative, cultural and historical reasons etc.

HYPOTHESIS 2

There is no significant difference in the teacher-teaching related dimensions of educational problem of the Gurjar students living in the rural and urban areas and studying at the senior secondary level in school in Rajasthan.

Group	No. (N)	Mean (\bar{x})	Standard Deviation (σ)	T-Value (t)	Signification Level
Rural Gurjar Students	300	52.15	8.22	0.966	Accepted
Urban Gurjar Students	300	51.60	7.18		

Conclusively, it can be said that there is a similarity in both the groups of students in the-

1. Problem of medium instruction.
2. Problem of time table.
3. Problem of exam.
4. Problem of teaching and class fellows.
5. Problem of the need of special.
6. Problem of coaching classes.
7. Problem of significant number of teachers.

HYPOTHESIS 3

There is no significant difference in social and educational related causes of the educational problems of the Gurjar students in the rural and urban areas studying at senior secondary level in the schools in Rajasthan.

Group	No. (N)	Mean (\bar{x})	Standard Deviation (σ)	T-Value (t)	Signification Level
Rural Gurjar Students	300	40.88	6.22	1.016	Accepted
Urban Gurjar Students	300	40.11	5.28		

Conclusively, it can be said that there is a similarity in both the groups of students in the school and educational environmental related causes and the problems of-

1. Economic status.
2. Parental motivation.
3. Interest to education and teaching.
4. Suitable space at home.
5. Less presence at school.
6. More distance between house and school.
7. The need of hostel.
8. Assistance in completing homework.
9. The tuition facility at home.

HYPOTHESIS 4

There is no significant difference in the managerial and administrative causes of the educational problems of Gurjar students in rural and urban areas studying at senior secondary level in the school in Rajasthan.

Group	No. (N)	Mean (\bar{x})	Standard Deviation (σ)	T-Value (t)	Signification Level
Rural Gurjar Students	300	26.44	4.26	2.926	Reject
Urban Gurjar Students	300	22.60	4.68		

Conclusively, we can say that there is a similarity in the managerial and administrative causes of the educational problem of the Gurjar students in-

1. The facilities of libraries and studies.
2. The facilities of mid-day-meal.
3. The facility of scholarship.
4. The participation in co-curricular activities.

HYPOTHESIS 5

There is no significant difference in the cultural and historical causes of the educational problems of the Gurjar students in the rural urban areas studying at senior secondary level in the school in Rajasthan.

Group	No. (N)	Mean (\bar{x})	Standard Deviation (σ)	T-Value (t)	Signification Level
Rural Gurjar Students	300	6.76	2.88	0.922	Accepted
Urban Gurjar Students	300	6.12	3.22		

Conclusively, it can be said that there is a similarity in the cultural and the historical causes of the educational problems in both the groups of the students in-

1. The prejudiced thinking that school education is an evil.
2. Getting married early in childhood.
3. Giving more importance to conventional occupation.
4. Avoiding the girl education.
5. Ignoring the Right to Education(RTE).

IV. CONCLUSION

The guardians should not create difference among their children in the name of sex. They should try to understand the problems of the wards. They should help them, encourage them to analyse their educational status, selecting their subjects and occupations. The teachers should solve the pupils' problems concerning with mental age, mental level, backwardness and educational problems. The teachers should not differentiate among the students on the basis of sex. The pupils should be motivated to solve their problems. The curriculum organisers

should select the suitable subjects to grow the mental level and educational status of the pupils. The curriculum should be included with thinking, reasoning, logical, abilities contents.

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