

## An Analytical Study of Social-Economic Status of Gurjar's Students in Rajasthan

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### ABSTRACT

*Even today the Gurjar are living a less educated low level of living poor life. The orthodox diseases like child marriage, superstition of Magic have detained the community to grow. They are under heavy debts following the orthodox customs like child marriage, death ceremony and marriage ceremony. The researches of the historical and social study of the state find the main occupation of the Gurjar community is animal feeding and less agriculture. The literacy rate of the Gurjar in Rajasthan is less than the literacy rate of the state.*

**Key Words:** - Gurjar Students, social –economic status.

### I. INTRODUCTION

The chief characteristic of human life is socialism. Each individual interacts with others to survive on earth. Aristotle, a Greek philosopher has well said, "Man is a social being." Both is inherent nature and needs encourage him to live in society. A man's behavior in his society is decided upon his physical and social powers. He has been trying to learn and control these powers from olden times. It is quite natural that man has been successful in controlling natural happenings. He has analyzed them well.

Socialism is synonymous to expose talent. It means that every talented child should be given the right to education and we can do this through an enlarged program of scholarship.

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 it depends upon his social- economic status.

The education level in Rajasthan in comparison to other states is poor. The Planning Commission report says that with respect to the expenses on the quality education in Rajasthan is very poor. Rather the condition is worsened.

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.

### II. PROBLEM STATEMENT

A detailed analysis of the educational status of the Gurjar students with reference to a social economic Status of the Gurjar students studying at senior secondary level in Rajasthan."

### III. OBJECTIVES

1. To study the social economic status of the Gurjar students studying at senior secondary level living in rural and urban areas in Rajasthan.
2. To study the social economic status of the Gurjar girls and the Gurjar boys studying at senior secondary level in the schools in Rajasthan.

### IV. RESEARCH METHOD

The researcher has used the survey method to do his research work.

**4.1 VARIABLE:** - Independent variable; the social economic status of the Gurjar students studying at senior secondary level in the schools in Rajasthan.

**4.2 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 11<sup>th</sup> and class 12<sup>th</sup> in the government and private schools in Rajasthan.

**4.3 TOOLS:** - The researcher has used the following tools: - For social economic status, the questionnaire made by Dr. Sunil Kumar Upadhyay and Dr. Alka Saxena has been used.

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

### V. HYPOTHESIS USED IN STUDY:-

**Hypothesis 1:-** There is no significant difference in the social economic status between the rural Gurjar students and the urban Gurjar students studying at senior secondary level in the schools in Rajasthan.

Group	No.	Mean	Standard Deviation	T-Value	Signification Level
Rural Gurjar Students	300	56.88	11.24	3.844	Rejected
Urban Gurjar Students	300	62.68	9.27		

Conclusively it can be said that the Gurjar people have migrated to the urban areas for occupation and to leave a high level life. Their lifestyle has been improved a lot while working and living in the cities. It can be seen in their children clearly. They have been on the high and prestigious posts after that time and today their prestige has increased by leaps and bounds. On the contrary the Gurjars living in jungle are leaving a downtrodden and backward life. They are still doing the conventional job of farming, feeding cattle and depend fully on agriculture. A new thinking trend has arisen due to modernization still they have not been fully free from orthodox believes, conventions and superstitions. So with reference to the social-economic facts there is dissimilarity in both the groups of students.

**Hypothesis 2:-** There is no significant difference in the social economic status of the Gurjar boys and Gurjar girls studying at senior secondary level in the rural areas in the schools in Rajasthan.

Group	No.	Mean	Standard Deviation	T-Value	Signification Level
Rural Gurjar Boys	150	34.74	4.88	0.91	Accepted
Rural Gurjar Girls	150	34.22	5.22		

Conclusively we can say that the Gurjars living in rural areas are still backward. They depend upon the traditional living standards of farming, agriculture and animal stock. They have not been fully free from orthodox believes, conventions and superstitions. Therefore, due to equal social-economic background there is a similarity in the social-economic status of both the groups of boys and girls.

**Hypothesis 3:-** There is no significant difference in the social economic status of the Gurjar boys and the girls studying at senior secondary level in the urban areas in the schools in Rajasthan.

Group	No.	Mean	Standard Deviation	T-Value	Signification Level
Urban Gurjar Boys	150	62.66	10.65	0.996	Accepted
Urban Gurjar Girls	150	63.08	8.88		

Conclusively it can be said that their living standard has been improved a lot. While working and living in the urban Government and private institutes. Today a large number of people in Gurjar community are working in multinational companies. They have uplifted their pride and dignity of the community in the state; therefore, there is a similarity in the social-economic status in both the groups of Gurjar boys and the girls.

## VI. EDUCATIONAL IMPLEMENTATION

The students living in high social-economic standard life make the best use of their time, so they get more success. So, the students living a low and backward life should make future plans and be motivated to use more time in studies.

The family and the guardians are influenced by the educational achievements of their wards / children. If they keep in contact with such researches, they can improve the learning of their children through their family environment.

The parents should not differentiate their children in the name of sex. They should guide and encourage their children on the basis of their talent, ability and educational qualification. They should help their children in choosing subjects and occupation.

The parents should keep up a healthy and morally sound atmosphere at their houses. It can help their children in building their future.

The teachers should improve the educational achievements of the pupils making upon their mental age and mental level.

## VII. CONCLUSION

The administrative should provide a suitable human power and physical resources in the schools. The highly talented and highly intelligence quotient students should be rewarded to motivate. In Addison as far as there is a question to improve the social-economic and educational status of the Gurjars. The Chopra committee has

recommended to remove a class from OBC and to add Gurjars in ST. These are the two solid bases. The state government should recommend to the central government to include the Gurjars in ST. The Chopra committee and Lokur committee has recommended that the Gurjars are more backward than OBC, so they should be given special reservation.

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