

To study the contribution of maharaja Umaid Singh ji for different society to improve their education.

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Introduction :

Education is meant for the human being and is a human right. It is expected to impart skills suitable for living and making one's livelihood, promoting general powers of the mind and advancing learning. It is also expected to make an individual more civilized and cultured, promote rational thinking and civic sense. Education expands one's horizons. Areas of concerns of an educated person increase from national and international level. Educated individuals are expected to be better equipped to meet the challenges of life. Increased efficiency, constructive participation in social events and processes, harmony in social and personal relationships, sustaining development and equitable social order are some of the other expected benefits of education.

Education is a purposeful activity directed at achieving certain aims, such as transmitting knowledge or fostering skills and character traits. These aims may include the development of understanding, rationality, kindness, and honesty. Various researchers emphasize the role of critical thinking in order to distinguish education from indoctrination. Some theorists require that education results in an improvement of the student while others prefer a value-neutral definition of the term. In a slightly different sense, education may also refer, not to the process, but to the product of this process: the mental states and dispositions possessed by educated people. Education originated as the transmission of cultural heritage from one generation to the next. Today, educational goals increasingly encompass new ideas such as the liberation of learners, skills needed for modern society, empathy, and complex vocational skills.

Education brings a natural and lasting change in an individual's reasoning and ability to achieve the targeted goal. It facilitates us to investigate our own considerations and thoughts and makes it ready to express it in various shapes. Education is the main thing that encourages us to distinguish between right and wrong because in the absence of education, we can't do what we need or we can't achieve our goal.

Straightforwardly, we can say, "Education is the passage to progress". It is additionally the way to our fate as achievements can only be accomplished when individuals have information, aptitudes, and frame of mind. In this way, education resembles a medium through which we can associate with various individuals and offer our thoughts.

To tackle issues and do inventiveness we first need to gain proficiency with some essential abilities. We require learning and abilities to wind up increasingly imaginative. So education is

fundamentally learning of abilities and ideas that can make us increasingly innovative and issue solver. Education is to pick up the capacity to develop and take care of issues in order to achieve their lawful motives.

Research Methodology:

Methodology is a style of conducting a research work, which is determined by the nature of problem. Methodology refers to more than a simple set of methods, refers to the rationale and the philosophical assumptions that underlie a particular study. Method is a regulated and speculative procedure that guide towards certain points. It is used for studying, approaching, investigating a reality.

Historical and Philosophical methods of enquiry form the basic foundations of knowledge in education. In such methods major emphasis is laid on the researcher's analytical bent of mind and insight into various concepts, issues and practices of the education system.

Historical Research Method:

History has utilitarian significance. An understanding of the past, help us to develop better perceptions of the dynamics of the present times. Historical method of research or 'Historiography' has some unique features and is generally counted as one of the methods of scientific inquiry. Historians use historical research methods to obtain data from primary and secondary sources and, then, assess how the information contributes to understanding a historical period or event. First, historical research aims at developing knowledge of past events with in a particular framework of time and a social-political-economic- cultural context. A historical researcher attaches importance to the meaning of specific events which have already occurred and explains casual relationships on the basis of the analysis of the existing data.

Second, the researcher digs into the significant data and tells about the past events.

Third, historical research is conducted on the basis of the analysis of all the known information related to the research problem.

Fourth, data concerning the past events are available through different sources. One of the approaches to the classification of historical sources is treat them as-

1. Primary source
2. Secondary source

Primary Sources provide first-hand information about the past events. Direct observation and reporting or recording of experience can be treated as primary data. A primary source, also known as primary data, is often characterized by the time of its creation.

Methods of Collecting Primary Data

- Direct personal investigation
- Indirect oral investigation
- Information through correspondents
- Telephonic interview
- Mailed questionnaire
- The questionnaire filled by enumerators

Secondary Sources of data include second hand data information about past events. Primary sources are not always easy to find. In the absence of primary sources, secondary sources can play a vital role in describing historical events. A historian can create a secondary source by analysing, synthesizing, and interpreting information or data provided in primary sources. For example, a modern-day historian may use The Federalist Papers and other primary sources to reveal historical insights about the series of events that led to the creation of the U.S. Constitution. As a result, the secondary source, based on historical facts, becomes a reliable source of historical data for others to use to create a comprehensive picture of an event and its significance. For instance, the person who

supplies information about the past is neither a participant nor an eye witness of events. Sources of secondary data can broadly be classified under two categories:

1. Published sources
2. Unpublished sources

(1) **Published sources** : - Published sources mean data available in printed form. It includes the following:

Magazines, journals, and periodicals published by various government, semi-government, and private organizations; Data related to birth, death, education, etc., by the government at various levels; data regarding prices, production, etc., published by Economic Times, Financial Express, etc.

Reports of various committees or commissions like reports of pay commission report, finance commission report, etc.

Reports of international agencies that are regularly published by agencies like UNO, WHO, IMF., etc.

(2) **Unpublished sources** :

- All the statistical material is not always published.
- This category includes the records maintained by various government and private offices.
- It includes the research done by scholar students or some institutions.
- Sources like reports prepared by private investigation companies can also be used depending upon the need.

Importance Of The Study:

The importance of the present study is as under:

- The outcome of the present study will be useful to the educationist, principal, teachers, parents and the progress of the education and specially the researchers who carry out the qualitative research.
- Up to now, the qualitative researches are conducted mostly on educational contributors, philosopher, thinker but here the researcher tried to study the contribution of maharaja Umaid Singh Ji in education. In this way, the present study is important.
- The present study the contribution of maharaja Umaid Singh ji in education will be fruitful for today's generation, society and nation. This will provide new approach to each person concerned to education, each component of education, method, school, curriculum, principle and value description.
- The study the contribution of maharaja Umaid Singh ji in education will help effectively the present education system.

Delimitations Of The Study :

The delimitations of the present study are as under maharaja Umaid Singh ji's life has many phases, the researcher studied only his educational, philosophical, and religious side. His political and social aspect will be out of present study. It was also delimited to collect the data regarding the above factors only from letters, speeches, addresses, books, journals, articles, project studies and research studies done in this area so far.

Research Design Of The Study :

Selection of the research problem

(Formulation of the objectives and defining the title)

- Reading of the content.
- Defining the units of analysis.
- Specifying the categories of idea units.

- Study of literary documents.
- Collection of units.
- Classification of units.
- Interpretation and suggestion of the research findings.
- Write up of the research report.

Tools And Techniques Used:

The tools and techniques used for the collection of data in this study were briefly described below:

- Analysis of books and other documents written by maharaja Umaid Singh ji.
- Analysis of documents related to speeches and lectures delivered by maharaja Umaid Singh ji.
- Analysis of articles and review on, maharaja Umaid Singh ji published by experts and other authors.
- Analysis of reports related to the contributions of maharaja Umaid Singh ji.

To Study The Contribution Of Maharaja Umaid Singh Ji For Different Society To Improve Their Education.:

(1) Muslim school :

Marwar Muslim Educational & Welfare Society was established in the year 1929 to ameliorate the cause of education among weaker sections of society in general and the Muslim community in particular. The Maharaja of Jodhpur at that time, Ummed Singh Ji, was the patron of the Society and gifted a High School to the Society on 18th February 1936. The Maharaja named the school "Darbar Muslim School". Some of the alumni of Darbar School occupied prestigious positions in both the government and private sectors in independent India. Although the Darbar Muslim School had been gifted by the late Maharaja to the Muslim community, unfortunately, the Government of Rajasthan took over the assets of the school and renamed it in 1948 as Mahatma Gandhi School, by which it is presently known. Despite losing the assets of the school, the Society continued its struggle to achieve justice for the community.

Since then, the Society has continuously stepped forward, achieving its goals in the field of education as well as realizing and implementing many welfare programs to serve the community. The Society is registered under the Societies Act, and its registration number is 109/70-71, dated 14-10-1970.

In the financial year 1934-35 for the building of Muslim school Maharaja proposed 1,31,000 rupees out of which 62,263 rupees were spent.

(2) Saint Patrick's School :

On the request of catholic mission, Ajmer, Maharaja opened a branch of Sofia High school Ajmer in Jodhpur. Maharaja granted 40,000 rupees for building and rupees 5,000 for furniture. Seth Jaichand Lal Bhutariya of Ladnoo and Seth Vijal Lal of Khichan jointly contributed rupees 30,000 for it. This school was given government recognition. Total expenditure on this building was 50,000 and it was completed in 1937. The name of this school was kept as 'Saint Patrick's School', and in 1942 Maharaja spent rupees 10,000 more on it.

(3) Chopasni School :

Maharaja spent rupees 83,572 in the construction of a fourth hostel at Chopasni School and on August 2, 1636 rupees 16882 were spent on the Chopasni Jubilee pavilion.

(4) Government Sanskrit College, Banaras :

To encourage Sanskrit education Government Sanskrit College, Banaras was contacted and he encouraged public to open Sanskrit schools. He established a Sanskrit College in Jodhpur. He

also considered English education important and English education was made compulsory after class V In 1927.

(5) Boarding houses :

In Jodhpur city the Rajput, the Jat and the Charan Boarding houses had been started by the communities concerned and the Maharaja gave land and was giving liberal grants in-aid to them.

(6) Jaswant College (JNUV Old Campus) :

In financial year 1935-36 Maharaja spent 1,62,000 rupees for the development of Jaswant college and rupees 75,857 on construction of tutorial block of Jaswant college. Rupees 1,67,000 were spent on Arts block, rupees 11000 on laboratory block and rupees 4000 on store and water drainage in college. Maharaja spent Rs. 1,15,000 in the first year in 1638 and Rs 75,000 in the second year for construction of Hostel G servant's quarters in Jaswant College. Similarly, he spent Rs. 4,000 for construction of a storm water drains. The Jaswant college was affiliated Agra university for the BA degree examination in the subjects of English, Mathematics, Philosophy, Economics and Sanskrit and was recognised by the Board of High school and intermediate education,

Rajputana, central India and Gwalior. For the intermediate examination in Arts (English, Hind Sanskrit, History, Logic, Economics, Mathematics), science (English, Mathematics, Physics, Chemistry, Biology) and Commerce were started.

(7) Marwar State Boy Scouting Association :

To inculcate sense of discipline and moral values in the students of schools, scouting (Balchar) was made compulsory. He established the 'Marwar State Boy Scouting Association' and he himself was the chief scout. In 1923-24 about rupees 3 lacs were spent on education. In 1946-47 expenditure of 15.47 lac rupees was incurred on education and there were 255 schools for boys and 51 schools for girls (in September 1946). Among them 172 schools were state government, 46 were aided and 35 were recognized. There were 16 Anglo vernacular and 246 vernacular schools. In Anglo-vernacular field there were 1 college, 13 high schools, two upper middle schools, two teachers training (one for men and one for women) colleges and one business coaching class related to Darbar High School.

(8) Banaras Hindu University :

When Banaras Hindu university was started, Marwar state granted rupees 2,00,000 as aid and every year rupees 24,000 were given for the Jodhpur Harding chair of technology.

Conclusion :

Maharaja Umaid Singh Ji of Jodhpur made remarkable contributions to education during his reign, which significantly shaped the development of modern education in the region. His efforts towards the establishment of various educational institutions, including schools and universities, reflect his commitment to the progress of knowledge and empowerment.

1. Establishment of Educational Institutes: Maharaja Umaid Singh Ji played a key role in the establishment of numerous educational institutes that continue to contribute to the educational landscape of Rajasthan. His vision led to the founding of institutions such as Jodhpur University, which became a cornerstone for higher education in the region. He also supported the creation of schools like Saint Patrick's School, Chopasni School, and Raj Mahal Middle School, which nurtured the future generations with modern education.
2. Vocational Education and Skill Development: Understanding the importance of practical knowledge, Maharaja Umaid Singh Ji promoted vocational education, ensuring that students were equipped with the skills needed for employment and self-sufficiency. This contributed to a more productive and skilled society.

In conclusion, Maharaja Umaid Singh Ji's legacy in education was a blend of modernity, inclusivity, and progressiveness. His contributions laid the foundation for the educational advancement of Rajasthan and beyond, particularly in promoting women's education, the establishment of new institutions, and the development of modern educational infrastructure. His commitment to creating a knowledge-driven society continues to resonate through the institutions he helped establish.

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