



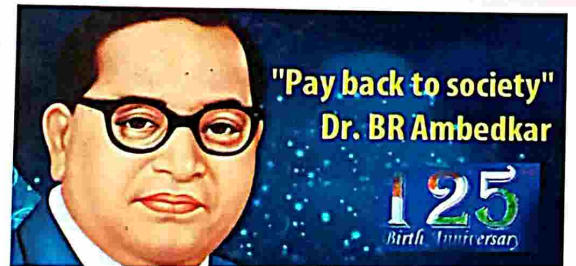
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Shivaji University, Kolhapur



Proceedings of Two- Days National Seminar
**"CONTEMPORARY RELEVANCE OF
CONTRIBUTION OF DR. B. R. AMBEDKAR
TO DEVELOPMENT OF MODERN INDIA"**
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... Editors ...
Prof. (Dr.) P. S. Kamble & Subhash T. Kombde
Convener,
Department of Economics
Shivaji University, Kolhapur

⁴⁹ 'Dr. AMBEDKAR'S IDEAS AND THOUGHTS ON EDUCATION SYSTEM IN INDIA'

Miss. Nishigandha Prakash Bansode*,
Shivaji University, Kolhapur

Madhura B. Desai**,
RC Shahu College, Kolhapur

"Learn to live in this world with self-respect. You should always cherish some ambition of doing something in this world. But remember that the age of selflessness has ended. A new epoch is set in. All things are possible because of your being able to participate in the politics and legislature of your country". – Dr. B. R. Ambedkar.

Abstract:

In this paper, the focus has been done on Dr. Babasaheb Ambedkar's views on the need of education for Dalit. Ambedkar's life is best remarkable in its own education right. Education is most important part of the Dalit. Without education human are mortal, unskilled, and powerless. Education is a weapon to build the human power. It has been assert and motivate the development. This paper highlights Dr. Ambedkar's mission, his ideas and thoughts to strengthen our people through higher education system and its relevance in present Indian society. Finally, the paper concludes that Dr. Ambedkar's ideas and thoughts on the education are important to the education system and its aim is to given equal opportunity for all the backward classes. Its ideas and thoughts are emphasized to removing barriers and inequality in education. Dr. Ambedkar's demands the constitutions and legislation rights to aware the education of the socially and economically backward people.

Keywords: Education, Ideas, Thoughts, Constitution, Legislation

Introduction:

Dr. B. R. Ambedkar was a great person in India. Dr. Ambedkar's life is best remarkable in its own education right. He was born in untouchable family and his family moderately open education opportunities than other Dalits its credit goes to Dr. Ambedkar's father Mr. Ramji Ambedkar who was employed in the British East Indian Company. Dr. Ambedkar was brilliant and great scholar. In his early years he subjected to intense socio-economic discrimination. He was getting his studies in India and abroad. He earns law degree in Britain and a Ph.D. in Economics subject from Columbia University, USA.¹ Dr. Babasaheb Ambedkar the frontier of Dalits emphasizes on the need of education. He says education is the milk of tigress and adds that one who will drink it; won't seat calm. Ambedkar revealed that, "If you want to develop the society then you need to spread up the education. Education eradicates the bias of people which results on to minimize the exploitation, domination, of those people who try to take the benefit of the so called illiterate people. If the people get knowledge through education then they can face the

⁴⁹ Miss. Nishigandha Prakash Bansode*, Research Scholar, Department of Economics, Shivaji University, Kolhapur
Dr. Mrs. Madhura B. Desai**, Associate Professor, RC Shahu College, Kolhapur

problems created by the dominators. Education reforms opinions, it tries to remove the walls built among the people. The biggest gift that is given by the education is that it creates self confidence among the people which is considered as the first stage of our development.”²

Objective of the Research paper:

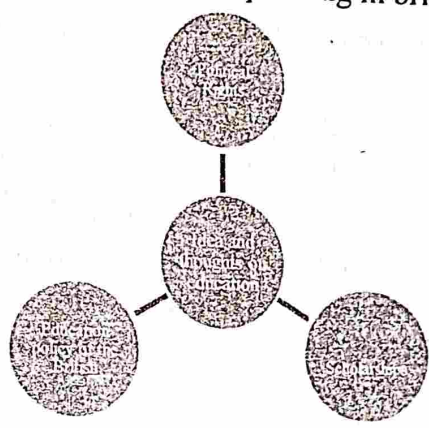
- 1) To overview Dr. Ambedkar’s Life.
- 2) To study Dr. Ambedkar’s Ideas and Thoughts on Education System in India
- 3) To draw the conclusions.

Research Methodology:

Present study is totally based on the secondary data. Secondary data is collected from books, some articles, and websites related to Dr. Ambedkar.

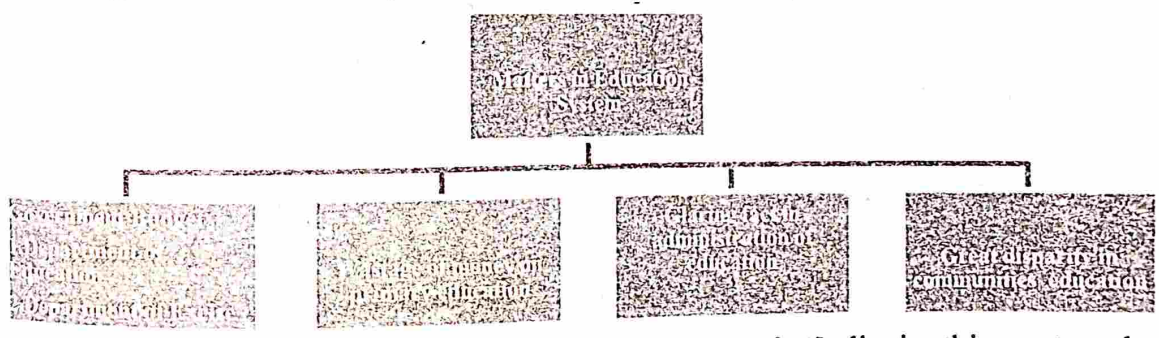
Dr. Ambedkar’s Ideas and Thoughts on Education System in India:

Ambedkar’s ideas and thoughts on education of the Dalit Caste are to build securing the education of the Dalit Caste like scholarships, political rights and education policy of the British. These are explaining in brief;



Matters in Education System in India and Dr. Ambedkar’s Ideas and Thoughts on Education System in India:

There are some matters in education system in India and Ambedkar’s ideas and thoughts on education system in India are given below;



Ambedkar’s opinion on the education system in India in this system has revealed some matters which faith the education for the people. Firstly he considers the real fact is that educational progress of our children is very slow. In this context he said that during the period of 1921-22 expenditure on education increased something like 39 lacs. But Ambedkar has found that there is increased in expenditure on education is not commensurate with increase the number of student in the school. Statistically, he found that during the period of 1961-17 to 1922- 23 expenditure on education is 100% while during this same period number of student in the school has

increased only 29%. In this way he suggests two departments to work on cross purposes. Those departmental works is following;

i) Department of Education:

This department will work on moralise and socialise the people.

ii) Department of Excise:

In this plea he revealed that to spend on education in form of excise revenue we take same amount from the people.

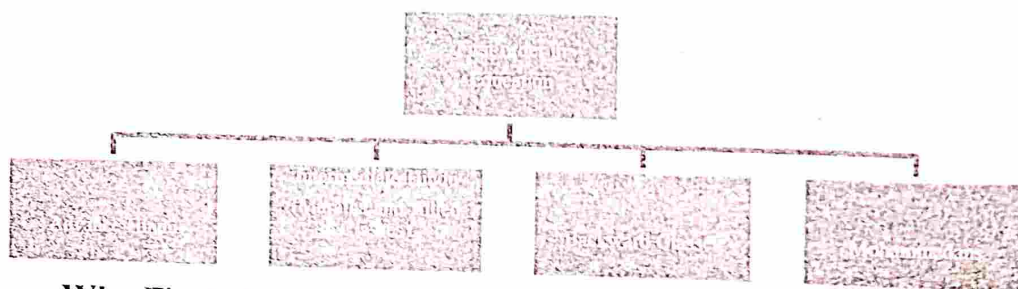
Another matter is large expenditure on primary education is wastage of the money. The aim of the primary school is every child enters the school and does leave in his stage of education to became literate and continue throughout his life. He said that 100 childrens are enters the primary education and only eighteen children are reached to fourth standard and 82 children are not out of 100. The report says "The wastage in educational effort is immense and most educationalists are of opinion that there is no solution to this problem of wastage in educational effort in India, but compulsion. The total wastage of educational effort and its concurrent dissipation of educational funds in the primary classes is about fifty per cent of the total energy put forth."

Third point gives the attention on the finance education presidency. He found that total expenditure on arts colleges, high schools and middle schools something like 36%, 32% and 26% is finance form fees. He called as a commercialisation of education. He said that education department is not a department those are based on the *quid pro qou* method. Government can possible to make cheapest education of the higher education for the lower classes.

Fourth important matter in the presidency class is that there is great disparity in community's advancement in education.

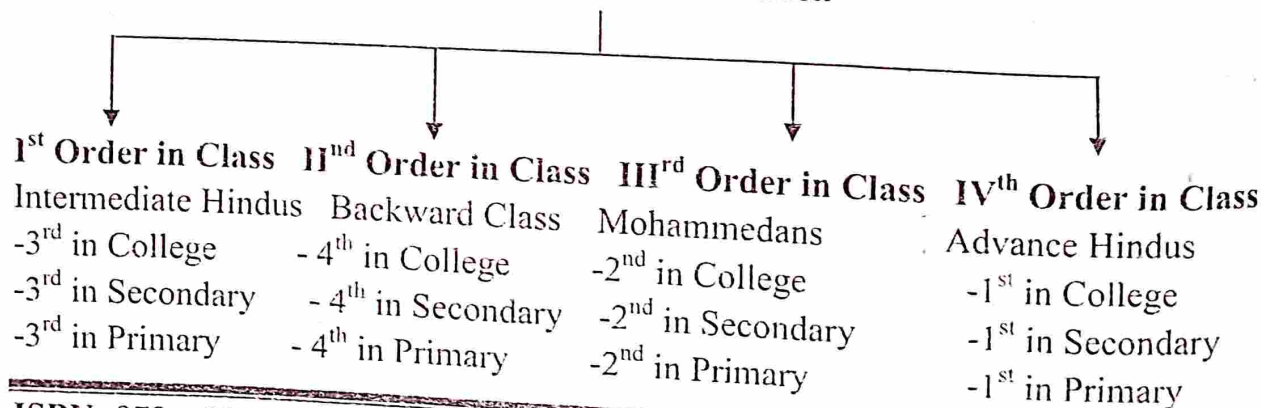
Four Different Classes in Total Population:

There are four different communities in total population and their first orders in education are follows;



Who First Order in Education on the Basis of Population?

First in Order in Education



In this sense he gives the idea of the comparative disparity in the education system of the different communities. Actually, this figure are not given us educational advancement disparity of the different communities.

In this context statistically, he find three state of the education coming to the primary, primary to secondary and secondary to college in their population.

Sr. No.	Different Classes	Primary Education (1000 in their population)	Primary education coming to secondary education(One lacs in their population)	Secondary education coming to the college (two lakhs in their population)
1	Advance Hindus	119	3000	1000
2	Mahammedans	92	500	52
3	Intermediate Hindus	36	140	14
4	Backward Class	18	14	Nil(or nearly one if at all)

Above table clearly shows that there is unequal status and progress of the communities. It shows that backward classes are socially handicapped. Dr. Ambedkar clearly explained that the government should adopt the Mohammadens method for the backward class. In this method government appoint a special inspecting staff to look at the position of the education of the backward classes. Second thing is that the word of Backward Class” used in budget report. He says that government allotted fund for different communities but why are you used the phrase of ‘Backward Class’, why are you not used same phrase for all communities like intermediate Hindu, backward Hindu and the Mohammedans and what is the position of the progress in year by year. Third and last thing is point out that scholarship for the depressed class is a waste of public money. Because of child’s parents are too poor, too ignorant and do not understand scholarship is help for the education of the child’s not for their expense. There are various reasons for the child to never reach the goal first upon is upcoming evil set of surrounding.....

In this area Ambedkar opined that there is better to providing hostels for the backward classes and these are managed my private agency. This method is protecting the child from evil surrounding. It provides inspection. It sure that, that will make a double saving of the government.³

Education or Political Rights:

Dr. Ambedkar mostly demanded and securing the constitutions and legislation rights to aware the education of the backward people. So in this way he started two hostels in 1928 and established the Dalit Cast Education Society of the school education for his community. After this evoke Governor should declared five hostels special benefited to the secondary school students belongs to Dalit Caste. In short, Ambedkar approached public, broad mind people and local bodies to help the Dalit Cast in times of indifferent problems.

Ambedkar realized that there is inadequate education of the lower categories are not demanded jobs and services. In this sense, his thoughts on the education is to invest the people on the political equality and power automatically he will get the resolved problems of education and to securing our political power. Dalit Caste children to refuse government school admission, in this part Karmveer Shinde and Veer Saverkar was successfully build and securing rights of Dalit Caste children of Maharashtra to study with caste Hindu once.⁴

Scholarships:

Dr. Ambedkar and his views on education are more emphasized on the educational policy of the British and its neglect of application to SCs. He said that very few SCs getting ministerial post and not to occupy the Executive post because they are getting no high degree education. In field of science and technology education is more important. In this sense Ambedkar suggests that to granting the scholarships for the science and technology, to study abroad, to reserve fix seats for SCs candidates and spending equal amount for the people. In the board of education he suggests that on the Central Board of Education appointing two members of SCs to make interest and provides technical knowledge to the unskilled labour. During the Simon commission period Dr. Ambedkar focuses on the primary education, technical and advance education. ¹

CONCLUSION:

Dr. Ambedkar's ideas and thoughts on the education are important to the education system and its aim is to give equal opportunity for all the backward classes. His ideas and thoughts are emphasized to removing barriers and inequality in education. Dr. Ambedkar's demands the constitutions and legislation rights to aware the education of the socially and economically backward people. His views and ideas on education are relevant in today.

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