

CONTRIBUTION OF PHILOSOPHY OF DR. B. R. AMBEDKAR TO EDUCATION AND SOCIETY

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ABSTRACT

Dr. B. R. Ambedkar's contributions to education and society include establishing schools for Dalit children, promoting literacy, and advocating for equal access to education. He believed that education was a key to social freedom and empowerment. Educational philosophy of B.R. Ambedkar reflects in his lectures, articles and his work in the educational institutions. Dr. Ambedkar strongly recommends that education should be a priority for the society and utilised for growth of individuals with character. The present paper is concerned with contribution of philosophy of Dr. B. R. Ambedkar to education and society. Dr. B.R. Ambedkar wanted a type of education that not only inculcates awareness and fulfilment of human rights among citizen but also teaches human dignity and justice in India. change in human life and human society is only possible with education. Education enables human to understand civilization and human rights and help to eradicate slavery from human society. Dr. B. R. Ambedkar says "Education is only weapon that cut slavery chains of thousands years and makes independent human existence". Education is most essential aspect of life and it makes human aware of sense of freedom and equality. It is education that makes man confident, skilled and socio-economically sound. Every development in human life is only possible with suitable availability of education in the society. Education is the back bone of a progressive nation.

INTRODUCTION

In India many mahatma and saints were born but the life of untouchables, women and backwards remained unchanged. They lived in a slavery of Hindu Varna and caste system, they declared as week, untouchable and people' sat bottom of society. It happened till before Dr. Bhim rao Ram ji Ambedkar was appeared at stage of Indian politics and society. He was selected as the greatest Indian in a poll conducted by CNN- IBN and History channel in June to August 2012. He was awarded No.1 scholar of the world by Colombia University in 2013. He was only Indian in list of 100 Scholar world wide. There was lot of discussion taken on inspirational personality like a tea seller became Prime Minister of India, a tenth fail student became the most run getterin world cricket and a petrol pump man became the top business man of India, but there was less discussion and ignorance about a student who kept out of classroom by teachers but he became most educated man in history and framed Constitution of India. His whole life was most inspirational story world wide. He was Dr. B.R. Ambedkar who became most popular in India as a politician, leader, economist, educationist, anthropologist, socialist, human right saviour. He was the father of Indian constitution and Indian democracy.

Dr. B.R Ambedkar was not only the father of Indian Constitution but was a great freedom fighter, political leader, philosopher, thinker, writer, economist, editor, and a revivalist for Buddhism in India. His Educational philosophy stresses on development of persons and their environment. Dr. Ambedkar strongly believed that education should be provided without any discrimination to all the citizens of independent India. "Education is something which ought to be brought within the reach of every one." was the fundamental educational thought of Dr. Ambedkar. Dr. Ambedkar believed in liberal education and based on religious inspiration of non-theistic nature. Education according to Dr. Ambedkar was a blend of pragmatism of Dewey and "dharma" of Buddha. He thought that education would enlighten his people and bridge the gap between the higher classes and untouchables.

JUSTIFICATION OF THE STUDY

After 70 years of independence after the English left, it is Indian education system that is at lowest level of development in comparison of other sectors in India. There are latest smart phones and 5G Connectivity in India but many government schools are still running in single rooms and by single teacher. Policies are still running on paper in mostly cases. India became biggest market of user and supplier of goods. India is the third largest army of the world and second most populated nation of world after China. There are more temples and mosques than the numbers of schools, colleges and universities. Our nation was most half of year in festivals and holidays. It is first and major cause of backwardness of our education system.

Women was considered subordinate to man and shudra considered slave in society of upper caste people. There is less physical untouchability but more mental untouchability in modern India. He wanted to establish universities and colleges in India that must provide quality education to every student of India.

Most of the studies conducted so far with general philosophy of Dr.B.R. Ambedkar and some of the more comparative in nature.

Few studies have been conducted regarding Dr. Ambedkar' social and economic philosophy in current scenario. It is need of the time to highlight the work of Dr. Ambedkar through the intensive research on various aspects which he studied and worked deeply education and society. The present study was undertaken with aim of studying contribution of his philosophy to Indian education system and society.

OBJECTIVES OF THE STUDY

To study the Educational Philosophy of Dr. B.R. Ambedkar and its Relevance to Indian education system.

To study the Philosophy of Dr. B.R. Ambedkar in relation to Women Education and its relevance to Indian education system.

To study the Philosophy of Dr. B.R. Ambedkar in relation to gender equality and justice its Relevance Indian education system.

To study the Philosophy of Dr.B.R. Ambedkar in relation to Education of Scheduled Castes and scheduled Tribes and its Relevance Indian education system.

To study the Philosophy of Dr. B.R. Ambedkar and its relevance to Society.

CONTRIBUTION OF PHILOSOPHY OF DR. B. R. AMBEDKAR TO EDUCATION

Aim of Education “The Ultimate aim of education is the cultivation of mind.” It means that education must aimed at the development of logical thinking, reasoning and scientific attitude. Curriculum includes Science and technology, Mathematics, economics, social sciences, languages such as English, Hindi Marathi etc. Sports and games should be included in curriculum.

Methods of Teaching lecture method, discussion method, Scientific method and heuristic method for effective teaching.

Discipline self-discipline is best discipline in educational institutions

Medium of Instruction mother tongue should be medium of instruction at primary level and foreign language such as English, French German at higher level.

Teacher must be well learned and speak in a clear tone. He must be well versed. He should inculcate high value and ideals of triple principle of Buddha. Equality, liberty and fraternity. He should sympathies with his students and helps them whenever they are in need. A teacher should have wide and healthy attitude towards his students and keep himself away from all vices.

Student must be self cultured and self helped. To him nothing is sacred than learning. Here called to students the glorious tradition, untiring industry, high aims, and high sense of public life.

Women Education liberation of women is only possible with education. He advocated women education that it is important as men education because women's are 50% of population in our society.

Vocational Education must be part of education that makes student skilled and financially table.

Cost of Education should be cheapest in all element of life as much as possible because India is developing nation with huge problem of poverty and challenges of fulfilment of basic needs.

Education for Deprived Peoples Special provisions were made for education of untouchables and backwards in India by Dr. Ambedkar.

Legal Education develops understanding of human rights and it protects against exploitation and harassment.

Library is most important factor that assists students in his studies. Rajgih was personal library of Dr. Ambedkar that had more than 50,000 books it was largest personal library of world at that time.

CONTRIBUTION RELATED TO GENDER EQUALITY AND JUSTICE.

Dr B R Ambedkar thought that Manusmiriti was cause behind problems of women and gender inequality. Gender inequality created flowing problems for women in India.

1. Both girls and boys are equal today so but earlier girls and women were not considered equal to boys and men because they are girl and women. No provision of girls or women education in pre independent India.
2. Education was limited to royal family women only and it was a rare one. Common girl and women was ban to educate as people think girls not fit for education they just restricted in home jobs.
3. Society was male dominated and female were lower position in society. Daughter never became caretaker of Parents and their property.
4. Female feticide was common in society that caused low sex ratio.
5. Daughter had no right in parent property as a son had since his birth.
6. Women had no right in property of her husband and son. Now constitution of India has given some freedom to women. Latest Supreme Court has ordered on April 2019 in dispute matter of 4G & A women can file case any time for property.
7. Women always kept under control of man father in childhood, husband in youth and son in old age.
8. Widow women could never re-marry after death of her husband, whereas men marry two or more times when she living.
9. Women didn't go outside home in absence of her husband
10. Women became piece of physical desire.
11. Devdasi system existed in temples where girl child devoted to god in age of 10 - 14 yrs. It was darkest side of religion and became a source of physical satisfaction of priest of temple in name of god.
12. Dowry system is forcefully imposed because it was opinion of Manu that Broom taken care of Bride for life time then bride parents must send her with lots of money and gifts. It became good luck in marriage ceremony.
13. Physical assault or domestic violence on wedded lady by her husband after marriage was consider as right of her husband on basis of gender supremacy of male over female.
14. No justice was provided to women in man dominated society in majority of cases related with issues of women.
15. Dr. Ambedkar introduced Hindu code bill that have solution of all problems of Indian women regarding her rights and protection.
16. Dr. Ambedkar framed Constitution that acts as safeguards that protects right of

women under Article 14, A 15, 15(3), 39, 42, 46, 47 etc. they also protect women from atrocity

CONTRIBUTION TO EDUCATION OF SCHEDULED CASTES AND SCHEDULED TRIBES.

1. Every citizen of India is equal before the law and state shall protect SC/ST from any kind of discrimination under Article 14. This constitutional safeguard provided equality with liberty to SC/ST in independent India.
2. Indian Constitution gives fundamental rights against discrimination either by State or by any citizen on the ground of race, caste, religion, Sex and birth place under Article 15 . It protects SC/ST from social discriminations and atrocities based on caste, color and religion
3. The state shall give special provision for the advancement of Scheduled Castes (SCs) and the Scheduled Tribes (STs) under Article 15(4). It provides special provisions for SC and ST students in educational development. It provides special scholarship/ fellowships to students of SC and ST students during study such as RGNF for Ph.D.
4. The State favour SCs and STs who represented in the service under the State". States provides reservation in government jobs for SC and ST. It also provides of reservation in promotion during service period under Article 16(4A).
5. According to Article 16 (4B) unfilled vacancies of SC/ST of year must be filled in that year in according to provision for reservation excluding the limit of 50 percent reservation.
6. Untouchability is abolished and its practice in any form is forbidden. The act of untouchability shall be an offence and punishable in accordance with law. It provides protection to SC/ST against untouchability or discrimination on ground of caste under Article 17 it was base of Civil Rights Protection Act 1965 that prevents SC/ST against atrocities.
7. Article 330 of the Indian Constitution declares reservation of seats for SCs and STs in the House of the People for Scheduled Castes, Scheduled Tribes except some STs in the autonomous districts of Assam and Scheduled Tribes in the autonomous districts of Assam .
8. Article 332 in the constitution of India states about the reservation of seats of SCs and STs in Legislative Assemblies of the States.
9. Most of the Indian universities are having SC/ST cell for the for the development of the poor students of the society and government is also care to uplift the weaker sections.
10. 73 rd amendment of constitution in the Article 243 declared that Panchayat seats are reserved SCs and STs and women. This is also applicable in the case of Chairperson and Deputy Chairpersons of their Panchayat.

RELEVANCE OF B. RAMBEDKAR'S PHILOSOPHY IN PRESENT SCENARIO

Relevance of B.R. Ambedkar's Philosophy to Women Education Education is providing to girls and women similar to boys and men in same school, college and university.

1. Co-education is available for girls and women they are learning with boys and men without any discrimination.
2. Special scholarship and fellowship programme running to motivate women education such as UDAAN by CBSE. Indira Gandhi scholarship for single girl child 3100 rupees for two years. DST women scientist fellowship A & B with 55000 and 40000 rupees.
3. Free education scheme of KVS for single girl child.
4. Reservation policy for SC/ST girls in admission and concession in fees.
5. 33 percent seats are reserved for girls in NVS and 15 percent seats reserved for SC/ST girls. KVS also provides similar reservation for girls.
6. Kasturba Gandhi Bika Vidyalaya providing education for SC/ST girls. KGBV is fully residential school for girls at upper primary level.
7. "Beti Padhavo Beti Bachavo" campaign running across India to educate girl child as initiative of government of India.
8. "Sukanya Samridhi yagna" (SSY) this is saving policy run by government of India under "Beti Padhavo and Beti Bachavo" for education and marriage girl child.

RELEVANCE OF B.R. AMBEDKAR'S PHILOSOPHY TO SCHEDULED CASTES AND SCHEDULED TRIBES

The relevance of BR Ambedkar's Philosophy in relation to SC and ST in education system is following:

1. Programme of Action 1992 students of SC/ST get education without Tuition fees up to the senior secondary level. Free textbooks, uniforms, stationery, school bags, etc., provides to these students.
2. Sarva Shiksha Abhiyan (SSA) Focus on girls, especially belonging to SC/ST communities and minority groups. It also centered on innovative projects related to girls' education and recruitment of 50 per cent female teachers.
3. District Primary Education Programme (DPEP) The focus of the scheme is on disadvantaged groups of girls, SCs/STs, working children, urban deprived children, disabled children.
4. Janshala Programme providing education to SC, ST, Minority, working children and urban deprived. It is in operation in 139 Blocks of 9 States This Programme covers the cities of Hyderabad, Bhubaneswar, Puri, Cuttack, Jaipur, Lucknow, Ajmer, Bharatpur, Jodhpur and Bhilai.
5. National Programme for Education of Girls at Elementary Level (NPEGEL) The

Scheme is implemented in Educationally Backward Blocks in which rural female literacy is less than the national. It covers blocks of districts that have at least 5 per cent SC/ST population and where SC/ST female literacy is below 10 per cent based on 1991 literacy report.

6. Kasturba Gandhi Balika Vidyalayas (KGBV) 750 residential Kasturba Gandhi Balika Vidyalaya facilities education at elementary level for girls belongs to SC, ST, OBC and minorities in EBB.
7. Jan Shikshan Sansthan (JSS) provides educational, vocational and occupational development to the urban/ rural population of SCs, STs, women and girls, including neo - literates, semi-literates, slum dwellers, migrant workers, etc.
8. Kendriya Vidyalayas (KVS) 15 per seats are reserved for SCs and 7.5 percent seats are reserve for STs in fresh admissions. Not tuition fee is applicable for SC/ST students up to class XII.
9. Navodaya Vidyalayas (NV) NV are residential schools in which 75 percent seats are reserved for students of rural background. 15 per cent for SCs and 7.5 per cent for STs.
10. National Institute of Open Schooling (NIOS) The SC/ST students are given concession in admission fees up to senior secondary courses. 13,000 scholarships are awarded to SC/ST students out of 43 , 000 scholarships at the secondary stage for talented children.
11. NCERT Out of 1000 scholarships, 150 scholarships are reserved for SC students and 75 scholarships for ST students under National Talent Search Scheme.
12. The UGC has established SC/ST Cells in 113 Universities including Central Universities to ensure proper implementation of the reservation policy. As per the reservation policy, UGC has earmarked 15 per cent and 7. 50 per cent reservation for SCs and STs respectively. It provides financial assistance to the existing coaching centers to prepare SC/ST candidates for various competitive exams.
13. Engineering Colleges and medical Colleges Engineering and Medical colleges of Central Government including IITs, IIMs, National Institute of Technology and medical colleges including JIPMER AIIMS etc. provides reservation to SC/ST students in admission and relaxation in qualifying marks up to few marks. In Medical colleges of States reservation for SC/ ST is according to the State Government's policy.
14. Special Component Plan (SCP) and Tribal Sub Plan (TSP) Provides education to Sc and ST with number of scholarships for Sc and ST students at school, college and university level such as Post- matric Scholarships for SC /ST student , Scholarship Schemes for ST Students by Ministry of Tribal Affairs and National fellowship like JRF and RGNF.

RELEVANCE OF EDUCATIONAL PHILOSOPHY OF DR. B. R. AMBEDKAR IN PRESENT INDIAN EDUCATION SYSTEM

1. Upliftment of the SC/ST and weaker students of society. The constitutional provision and schemes provides opportunity of education to students of weaker section. RTE 2010 is milestone in education of these students that enriches facilities in various levels of education. Educated people of weaker section appointed in government jobs that makes them financially stable in society.
2. Women Education literacy rates increased rapidly in last two decades. An educated woman joined social works to educates, organize and unite other women. It was a great requirement of our society. Educated women can change their home and society she also encourage her children for education. Special provisions and schemes of government women education effective in development of women and his society.
3. Upliftment of backward class depends on better and suitable education resources. With supports of constitution al provision backwards became forwards in order to uplifting socioeconomic status. The old scenario has been changed backwards are now active part of society and participate in development of nation.
4. Cheapest Education is most important after basic need of human being along with food, cloth and shelter. It must be available for last men of society. Cheapest education is available in India in government institution.
5. Free and compulsory Education free and compulsory education for all students from 6-14 years available in Indian under act RTE 2009.
6. Colleges and Universities colleges and universities were established at large scale in India that provides education to students. There are 49 central universities, 367 states universities, 123 deemed universities and 282 private universities operating in India. Rajasthan with 76 university including 46 private universities.
7. Teachers who appointed in colleges and universities must be well learned, talented and having intellectual mind. He acts as motivator and mentor for his students and rationale with them. Teacher Eligibility Test (TET) is made compulsory to get teaching job in every state.
8. Hostels establishment of hostels in university gives opportunity to student to learn within campus with better facilities and resources essential for his research and studies. Proper accommodation available to students with proper and healthy meal. Modern hostels are filled with mess sanitation and Wi-Fi connectivity.
9. Library has great importance in life of student and his education. It not only collection of books but also of knowledge and opportunity for student. Well facilitated library is available in every university and its department, central library is main library established in universities. Study rooms, scholar cabins, thesis section digital library are attracting features of modern llibraries of universities.
10. University pooling system is practical approach in which resources in the field of

education can be utilized to the maximum extent. Universities could be induced to pool their teaching and library resources that would produce specialized professor deals with both under- graduate and post- graduate work. It also facilitates students in their researches and help student in social and cultural exchange.

11. Examination system traditional examination system criticized by Dr. Ambedkar. He thought oral and viva voice is better than rote memory, more practical than theory, weightage is given to practical and co curricular activities in evaluation of students.

CONCLUSION

Dr. B.R. Ambedkar, says that education and society have a bounded relationship because the progress and development of society is possible only through education. Ambedkar in the guiding principle of the State Policy added and included article 45, namely, that "the State shall endeavour to provide free and compulsory education to all children within 10 years of the entry into force of this Constitution" until they finished the age of 14. He believed that education can act as an change agent to bring equality in the society. awake the depressed class, to make them aware of their situation, to raise their voice and showed them education as a path for their political, economical and social upliftment. He motivated the Dalits to merge with the upper caste in social, economic and political aspects through the slogan of educate, agitate and organise. He vehemently supported the Hindu Code Act and proposed basic improvements and amendments to The Parliament. Also he ensured educational rights of all sections of Indian society by providing certain rights under the Article 30 and 29 in Indian constitution.

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