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Vidya Wardhini Sabha's

Arts, Commerce and Science College

Dhule - 424 001 (MS)

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Dr.B.R.Ambedkar's Thoughts On Higher Education And Its Relevance In Present Scenario

Satish Dnyaneshwar Morey

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Education has been defined as, "training and instruction designed to give knowledge and develop skills." United Nations Economic Social and Cultural Organization (UNESCO) have given a comprehensive definition of the term 'higher education'. UNESCO notes that higher education includes, "all types of studies, training, and training for research at the post-secondary level, provided by universities or other educational establishments that are approved as institutions of higher education by the competent State Authorities." Higher education is considered throughout the world to be the key to both individual and societal development. For individuals, education beyond the secondary level is assumed to be the way to social esteem, better paying jobs, expanded life options, intellectual stimulation and frequently a good time in the pursuit of any or all of the above. For societies, higher education is assumed to be the key of technology, productivity and other ingredients of international competitiveness and economic growth. It is believed to be a major engine of social justice, equal opportunity and democracy.

Dr. Ambedkar's thoughts on higher education are most relevant even in the present scenario. Ambedkar thought that education was of tremendous importance as a foundation of progress. He thought that because people neglected the material needs of life and grew indifferent to the knowledge that enabled them to secure it, our country remained backward and her progress came to a standstill. He did not visualize education simply as a means for the development of a child's personality or as a source of earning ones livelihood. Rather, he considered education as the most powerful agent for bringing about desired changes in society and a prerequisite for organized effort for launching any social movement in modern times. For him education was an instrument to liberate the Dalits from illiteracy, ignorance and superstitions and thus enable them to fight against all forms of injustice, exploitation and oppression.

Importance of Education

The university in his dream is to build up the citizens of free India based upon triple principles of Liberty, Equality and Fraternity. Dr. Ambedkar, the frontier of Dalits emphasizes on the need of education. He compares education with the milk of tigress and adds that one who will drink it; won't seat calm. Ambedkar in one of his thoughts says, "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 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 us which is considered as the first stage of our development." 1

Ambedkar being the fore sighting personality not only discusses much about the primary education but also the higher education. For him the spread of primary education to higher education begets the versatile leaders who carry us towards the betterment. "The people don't sustain in the struggle of life until they get educated. Since that they get caught in the clutches of social problems such as insult, suppression and desecration. So it is the duty of the existing government to accelerate by providing education." 2

Mahatma Jyotirao Phule the pioneer of woman education also described the indispensability of education for the redemption of the dalits in the following words:

"For want of education, their intellect deteriorated for want of intellect, their morality decayed, for want of morality, their progress stopped for want of progress, their wealth vanished all their sorrows sprang from illiteracy". (Keer, Dhananjay; 1954)

Education is an Emancipator

Dr. Ambedkar stressed upon the minds of his people, the importance of self respect and self-elevation. He encouraged them to take higher education for their progress. He thought that the progress of a community always depended upon how its members advanced in education. That is why he laid more stress on higher education than on primary education. In the realm of higher education, Dr. Ambedkar was in favor of giving teachers necessary freedom to frame their own syllabi and assess the performance of their students. He was opposed to prescribing and following a rigidly structured syllabus. He founded the People's Education Society (P.E.S) in 1945, which started a college on June 20, 1946. The institution was founded by him with a view to promoting higher education among the lower middle classes and especially among the scheduled castes. Later on the P.E.S started high-schools, night high schools, hostels, colleges and other institutions. Though he started the People's Education Society, still he held the view that the greater responsibility for providing educational opportunities should be that of the Government.

The role of teacher and students in higher education

On December 16, 1952 Ambedkar addressed the students' annual gathering at the Elphinstone College on the Problems of modern Students. He appealed to the students to reorganize University ideas to meet the requirements of the modern world and to make the University a place for knowledge and not a centre for training clerks. He felt that University should not mould the students but that it should provide the atmosphere for the students to mould themselves through independent investigation for truths. He thought that education should be given in such a manner that it promotes intellectual, moral and social democracy. He also opined that Professors should constantly seek knowledge and try for truth and practice it. In the realm of higher education, he was in favor of giving teachers necessary freedom to frame their own syllabi and assess the performance of their students. (Kuber, W. N.; 1973:250).



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He was opposed to prescribing and following a rigidly structured syllabus. In his view, the university may give broad outlines of the courses to be taught and the teacher should be given freedom to teach what he thinks necessary in the light of those guidelines. He declared that teachers were the charioteers of the nation and there was no question more important from the stand point of social reform than the selection of proper persons in the teaching profession. Those who drummed into the ears of the backward class students that they were born to do odd jobs like their forefathers, that they belonged to low categories, and that education was a thing meant for a particular class, should not be entrusted with this noble, national, human, enlightening work. (Keer, Dhananjay; 1954:80-81)

He placed emphasis on promoting education and research in the universities rather than converting them into examination conducting and degree distributing bodies.

Reservation Policy in Education Sector

The Indian Government's approach towards the SC/ST population has primarily been shaped by the provisions in its Constitution which basically guarantees equality before the law and empowers the State to make special provisions to promote the educational and economic interest of the SC/ST and to provide legal and other safeguards against discrimination. Article 15(4) empowers the State to make special provisions for the advancement of the SCs/STs. Under this provision, the State has reserved seats for SC/ST students in educational institutions namely in colleges and universities, diversified courses including technical, engineering and medical colleges run by the central and state governments and government aided educational institutions. These provisions are supported by a number of financial schemes which include scholarships, special hostels for SC/ST students, concession in fees, grants for books, remedial coaching etc.

Women in higher education

Even after so many years of independence, women in India continue to suffer socially as well as economically at different levels and in different forms. Gender Equality Development has become one of the most important concerns of 21st century. Much is discussed by various commissions, committees and conferences on equality, development and empowerment of women but still it remains an illusion of reality. So women education is the vital instrument to expand women's ability to have resources and to make strategic life choices, it is an important way to empower women socially, economically, politically and culturally. Illiteracy and ignorance are prevalent more in women than in men. So education is an essential source to increase women's abilities to deal with the problems of her life, her family, her society and nation. In the words of Dr. Ambedkar "I measure the progress of a community by the degree of progress which women have achieved"

Ambedkar was believer in women's progress. He measured the progress of a community by the degree of the progress which women achieved. He fought for human rights equally for both men and women. Thus Dr. Ambedkar was a true and staunch believer and supporter of Education that everybody must have access of education despite one's caste, creed, religion, race and so on.

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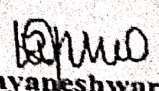
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on Higher Education and its Relevance in Present Scenario
in 'One-Day Multidisciplinary National Seminar' on the theme of 'Academic
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