

Dr. Ambedkarji's Vision Of Higher Education

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ABSTRACT

Dr.Ambedkar - the determined fighter and a deep scholar has made significant efforts to lead the society on the path of liberty, equality and fraternity. Dr. Ambedkar , the frontier of details emphasizes on the need of education. He compares education with the milk of tigress and adds that one who will drink it, want seat calm. If the people get knowledge through education then they can face the problems created by the dominators. 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

Education has immense impact on the human society. One can safely assume that a person is not in the proper sense until he is educated. It trains the human mind to think and take the right decision. In other words , man becomes rational animal, when he is educated. In short I would like to say that this paper highlights Dr.Ambedkar's vision of higher education.

1. Introduction

Born in the 19th century,Dr.Ambedkar shines like a luminous star in the galaxy of the greatman. He played crucial role in shaping the destiny of freeindia and left indelible imprints(impression) on our national life and the state organization.² Dr.Ambedkar was among the most outstanding intellectuals of India in the 20th century in the world. Dr.Ambedkar was not only the father of Indian constitution; he was a great freedom fighter, political leader, philosopher, thinker, economist, editor, social reformer and revivalist of Buddhism.

Dr. Ambedkar recognized that lack of education was the main cause for the backwardness of poor people. Educate , agitate and organize are three final words of our saviour. According to ambedkar one must get educated before he is conducting agitated thoughts for the movement, so that people can organize with his support.³

2. Ambedkar and the Meaning of Education :

Dr.Ambedkar's three principles, " **Be educated ,be organised and agitate**" occupied not only the first place of in process of education by change but it generates reason and by education only men can be self-enlightened. Education initiates and instigates to the organised and an organisation is formed with interest and disinterest of the people. This can succeed in struggle to participate in the social progress. According to Dr.Ambedkar , "Education is that which make men fearless, teach unity, make understand their birth rights and teach men to struggle and fight for the freedom. " Education is a revolution. If education can't serve these purpose, then such education is a dead one and better it should be burnt or set to fire. According to Ambedkar that is not education which do not make capable, don't teach equality and morality, but the true education is that which safeguards the interests of the humanity and provides bread, knowledge and feeling of equality in the society. True education really creates life in the society.⁴

3. Dr.B.R.Ambedkar's Vision of Higher Education :

Dr.B.R.Ambedkar highlights on higher education system.

According to him, " The education in university should be society oriented. It should be scientific and away from prejudice, it should not be limited with the benefit of certain classes in society. He also adds that the aim of education is not only to teach thermos but it should enable to teach them how to develop the personality, to increase their intellectual capacities....."⁵In other speech ambedkar says that , " In the present system university has given very less powers to control the collages. For him in spite of power of discipline, rejection of approval of college, university needs more powers. If those powers are endowed to university then the colleges will be treated neatly under the supervision of university....."⁶

Dr.Ambedkar said ,

"Higher education , in my opinion, means that education, which can enable you to occupy the strategically important places in state administration. Brahmins had to face a lot of opposition and obstacles, but they are overcoming these and progressing ahead."

"I can not forget , rather I am sad, that many people do not realize that the caste system is existing in India for centuries because of inequality and a wild gulf of difference in education, and they have forgotten that it is likely to continue for some centuries to come. This gulf between the education of Brahmins and non-brahmins will not end just by primary and secondary education. The difference in status between these can only be reduced by higher education. Some non-brahmins must get highly educated and occupy the strategically important places, which has remained the monopoly of brahmins since long."⁷

Ambedkar made important interventions during Bombay University Amendment Act and gave his views on university education that are still very relevant to promote higher education in India. Ambedkar also utilized the opportunity to

give suggestions on higher education by submitting written evidence before the university reforms committee in 1925.

“...it must be realised that the university can not succeed in promoting research or in promoting higher education, if it makes the examination system the be- all end all of its existence.”

According to Ambedkar, “ one of the fundamental functions of the university , as I understand , it is to provide facilities for bringing the highest education to the doors of the needy and the poor.....”

I look upon the university primarily as a machinery, where by educational facilities are provided to all those who are intellectually capable of using those facilities to the best advantage....”

He also opposed the distinction between undergraduate teaching and postgraduate teaching. He said “ if the object of the bill is to promote higher education and research , the best method would be not to separate the colleges from the university.....” Ambedkar also stressed the importance of research in the universities. The separation of postgraduate work from undergraduate work means the separation of

teaching from research. But it is obvious that where research is divorced from teaching , research must suffer.....”⁸

4. Teacher and the Taught

Dr. Ambedkar was a great source of inspiration to both the teacher and the taught. After getting his M.A. and Ph.D. Degree from Columbia in America he worked as a lecturer in economics in ‘Sedhen College of Bombay.’ He was also the professor of philosophy. In true sense of the word he was philosopher and a far sighted man. He was a teacher and a journalist both. In 1920 he published successfully the ‘Mook Naik Marathi Patrika.’ The Siddharth College of Bombay and Millind College of Aurangabad established by him are even today in remembrance of his great thoughts and deeds. Dr. Ambedkar wrote many books on different subjects such as ‘**caste in india 1916**’, ‘**The problems of rupee 1923**’, ‘**Annihilation of caste 1935**’, ‘**Federation versus freedom 1939**’, ‘**Ranade, Gandhi and Jinha 1943**’, ‘**Communal Deadlock and the way to solve it**’, ‘**History of Indian Currency and Banking**’, ‘**The untouchables**’, ‘**Who Were Shudras**’, ‘**The Rise and Fall of Hindu Women**’, ‘**Gospel of Buddhism**’, ‘**Buddha and his Dhamma**’ are some of his important books.

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