

“A literature review on education for liberation: Dr. Ambedkar’s vision and perspectives”

Sushma N Jogan

Assistant Professor

School of Education,

Central University of Karnataka,

Kadaganchi

Abstract:

“Education is something which ought to be brought within the reach of every one.”

- Dr. B. R. Ambedkar

The main purpose of this literature review was to compile and analyze the studies that have been conducted on educational thoughts of Ambedkar ji. Several studies have been conducted on his different ideas. This yielded around 15 studies on his philosophical thoughts and its relevance to the present society (G. Sowbhagya 2014), his vision on the empowerment of dalit education (P. Nithya 2012). Likewise, researchers planned to review in the present study.

Education was assigned a revolutionary role in Ambedkar’s conception of social progress and in his vision of a just and equal society. It was identified as a key instrument of liberation from oppressive structures of Hindu caste-patriarchy as well as of reconstruction of a new social order. Education has an 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 this paper it is an attempt to draw an outline of Ambedkar’s educational thoughts for liberation. Present education system in India has different aims and objectives in regard to our needs and these are incompetent for individual and societal growth. His vision and ideas on education necessitate a study of Ambedkar ji while seeking to amplify the ignored voices through education.

Key words: Liberation, Education, Conception, Development and

Introduction:

In the views of Dr. Ambedkar ji, the education is the right weapon through which the social slavery can be removed and it is the education which will enlighten the downtrodden masses to come up and gain social status, economic betterment and political freedom. While emphasizing on the need of education he puts forth the demand of law of compulsory education. He knew that the problem of primary education is the problem of nation. In further, he said that the spread of primary education is the base of national development. It will take more time if the spread of primary education is dependent on the interest of the common people. So it needs to implement a compulsory act of primary education (Prahlad Chengte 2016).

In fact education is the most important component of any developed society. It is the most important element for the growth and prosperity of a nation. The present education system is divorced from the real social content and goals. Educational policy and educational programmes should not merely equip an individual to adjust with society to its customs and conventions, but it should be enable him to bring desirable changes in the society (Desh Raj Sirswal 2011). Every educational institute from secondary school to university level should be developed to become an agency of change it was the dream of Dr. B.R.Ambedkar ji. Different scholars made an attempt to highlight his educational perspectives in their studies that had been discussed at length in this paper.

Need and significance of the study:

The purpose of this literature review was to compile and analyze research that has been conducted broadly on Dr. Ambedkar's view on education for liberation in various aspects. This review was designed to help us in bringing changes in current education system and direction for future studies on his perception of education. In addition, this review has important implications for how to bring effective education system in the present context.

Objectives:

1. To understand the educational perspectives of Dr. Ambedkar ji.
2. To review some of the works on his educational thoughts and ideas.
3. To give implications on the previous reviews.
4. To summarize and analyze the reviews in an appropriate way.

Methodology:

A comprehensive literature review, encompassing research published till 2016, was carried out by using various resources viz. google scholar, Eric. Com and various journals and articles etc. This review focused on different studies on ideologies of Dr. Ambedkar and his vision on education. To ensure a comprehensive literature review, we have focused on the thoughts and ideas of the great personality Dr. Ambedkar's vision on education.

A literature review:

Equal opportunity for all:

Dr. Ambedkar ji was an intellectual who led the upliftment of the depressed classes in society. He had suggested the way upliftment of depressed classes through education. He made his views more strong in a letter to the Anti-Untouchability League and stated that the upliftment of depressed classes depends on education of the community. Dr. Ambedkar ji made several efforts for the equality in Indian society. Dr. Ambedkar ji analyzed the education policy of the British in India. They deliberately kept education confined to the upper classes (Shiladevi Suryatale 2014).

Ambedkar was against the great disparity in the advancement in education of the different classes in India. He stressed that depressed classes should be treated as minority and similar benefits should also be extended to the as Muslims were earlier given in education sector.

He mainly emphasized that the education as a vital force for individual development and social change. Ambedkar envisaged that, education was an instrument for the change of the lives of untouchables. He declared that the elevation of the depressed classes was recognized to be the cause of all the enlightened people in the country. He thought that education would enlighten his people and bridge the gap between the rich and the poor to which the untouchables belong. He recognized that, lack of education was the main cause for the backwardness of poor people (P Nithya 2012). Educate, agitate and organize are three final words of our savior. According to Ambedkar ji one must get educated before he is conducting agitated thoughts for the movement, so that people can organize with his support.

Primary education for all:

Ambedkar ji was convinced that primary education is very important for the vulnerable sections as it provides them necessary platform to enter into public life. Ambedkar recognized the importance of education in shaping the future and cautioned the underprivileged not to lose any opportunity (Rajesh Parmar 2016).

Ambedkar pointed out that, "The object of primary education is to see that every child that enters the portals of a primary school does leave it only at a stage when it becomes literate and continues to be literate throughout the rest of his life." (Ambedkar 1982: 40) Ambedkar also cautioned regarding the trend of dropout rate at the initial stage, "...if we take the statistics, we find that out of every hundred children that enter a primary school only eighteen reach the fourth standard; the rest of them, that is to say, 82 out of every 100, relapse into the state of illiteracy." (Dr. Navjot 2015)

Ambedkar's interest in education, however, was much more direct and pragmatic than of a theoretical immersion in the epistemological concerns of its 'discipline'.

If the base of the primary education is weak then what is the use of higher education. The problem of the spread of primary education is the most dominating one. The spread of primary education is the base of national development. It will take more time if the spread of primary education is dependent on the interest of common people. So it needs to implement a compulsory Act of primary education (Prof. Shiladevi D Suryatale 2014).

Importance of Higher education:

Education is the fountain head for the advancement of any society. An individual is empowered with creative thinking, knowledge, reasoning and compassion for fellow being through education, closing the avenues of education from ones reach is nothing but blinding the person.

He found that such an unkind act was performed over a section of the society called Dalits and Sudras and thereby subjugated them to permanent disadvantage in all aspects of life and personality growth (G. Sowbhagya 2014)

Dr. Ambedkar ji made important interventions during the Bombay University Amendment Act and gave his views on university education which are relevant in 2016 to promote higher education in India. Dr. Ambedkar's view upon the opposition of the distinction between undergraduate teaching and post graduate teaching is still valid. He also stress upon importance of research work in the universities and the separation of postgraduate work. He also focused upon to empower the academic affairs in the university (Shiladevi D Suryatale 2014).

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 as has been done now but to make a synthesis in which the University and the colleges would be partners on terms of equality and would be participating in promoting together, both the undergraduate and the post-graduate studies." (Ambedkar 1982: 48)

Ambedkar ji 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.

Ambedkar ji was perhaps the first educationist who wanted power to be given to the academic council in matters of academic affairs in the university. (Quoted in Aryama2007: 348-349) .

Implications:

Ambedkar ji had developed an almost doctrinal belief in the efficacious and transformatory character of education and held that education must be available to all, irrespective of caste or status (Dr. Navjot 2015).

Yet there are 287 million illiterates in India now besides a large number of such literates "Who have to acquire employable skills to suit the emerging modern India and the globe".

Education plays an important role. It is an effective instrument of mass movement to safeguard life and liberty. Education could encourage the oppressed ones to fight and remove injustice and exploitation and pave ways for the free thinking. **The philosophy of Dr. Ambedkar ji that primary education to all can into existence from 1 April 2010 as the central government declared. 'Right to Education' as a fundamental right.**

He emphasized that a teaching university should really function as a teachers university in the sense that teachers hold all academic and administrative posts.

Conclusion:

The current literature review provides critical analysis on the thoughts and ideologies of Ambedkar ji on education with regard to several aspects. The educational thoughts of Ambedkar ji seem to be the milestone for present scenario. The changes suggested by him in primary as well as higher education are applicable in modern era. He had a deep relation with education and his writings show expertise and indebt analysis of the subject. He realized education to be priority for society and for growth of individuals with characters. Education stresses on development of persons and their environment. He also saw education as something can create radical changes in an oppressed society and create avenues for change,

References:

1. Aryama and Sukhadeo Thorat (ed.)(2007), *Ambedkar in Retrospect: Essays in Economics, Politics & Society*, Rawat Publications, New Delhi.
2. Chalam, K.S. (2008), *Modernization and Dalit Education*, Rawat Publications, New Delhi.
3. Dewey, John (1916, reprinted in 1997), *Democracy and Education: An Introduction to the Philosophy of Education*, Simon and Schuster.
4. G Sowbhagya (2014) Dr. B.R. Ambedkar's philosophy on higher education & its relevance to the present society, *International educational e-journal*, pg. 177-181
5. Narayan, J.S., Rao, Somasekhar, A., and Audisheshaiah, K., *B.R. Ambedkar, His relevance Today*, Gyan Publishing House, New Delhi, 1994.
6. Naik. C. D. (2003). *Thoughts and Philosophy of Dr. B.R. Ambedkar*. Sarup and Sons. New Delhi.
7. P Nithya (2012) Ambedkar's vision on the empowerment of dalit education, *IJMER*, pg 47-52
8. Rajesh V Parmar (2016). Dr. B.R. Ambedkar's philosophy on education, *Indian e-journal on teacher education*, pg. 43-52
9. Shiladevi D Suryatale (2014). Dr B.R. Ambedkar's vision on education: a study, *Gurukul international multidisciplinary research journal*
10. Valeskar. P (2012). Education for liberation: Ambedkar's Thought and Dalit Women's Perspective. *Sage*. 9(2) 245-271.