

An Equilibrium of Education Policy by Dr. Ambedkar - A Visionary Aim with Landmark Change Over in India

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ABSTRACT:

“Education is the key that unlocks the golden door to freedom,” said George Washington Carver, (American scientist).

His words become true, as proved by Dr. Ambedkar with his unstoppable efforts to eradicate the weeds in our country by drafting the Constitution of India and subsidizing various policies and measures. He was the one who paved the way for revolutionary moments on education in India and also believed that “Education is a key to attaining uniformity and regularity to fulfil human needs”. The major obstacles to obtaining the fruit of wisdom were rejected on the grounds of unequal practices and untouchability’s, racialism, upper and lower class people were diverged by the name of caste, religion, etc., he is the one who broke up the chain of inequality by framing the “Rule of law” concept under Article 14 - Every person should be treated equally before the law, also by guaranteeing their freedom of expression under Article 19 and protect their right to live with dignity under Article 21 of Indian constitution. He worked tirelessly to provide equal access to education for all Indian people during the constitution's drafting process, free from discrimination or repression. The educational ideas of Dr. Ambedkar, and the laws that were created in accordance with his vision of an ideal society are then the subject of this research paper. Education not only educates the citizens about their rights and how to exercise them, but also about human dignity & justice.

Keywords: policy, education, human rights, dignity, and justice.

INTRODUCTION:

“Cultivation of minds should be the ultimate aim of human existence” – Dr. Ambedkar.

“The aim of education is the knowledge, not about the facts, but of values.” —William S. Burroughs - Education plays a vital role in all of our lives and helps all of us to reach our higher level. Before talking about the importance of education in life, it is important to understand what it is. "An education is the process of acquiring knowledge and skills, building morals, values, and developing habits," according to a general definition. These alone do not constitute education. Only when you are able to use the knowledge you have gained is the educational process considered to be finished. Thus, education includes more than just acquiring knowledge and information; it also involves learning how to apply that knowledge to real-world situations. Education helps to identify the crisis and solutions to the problem that we are actually facing in our day to day life.

The steadiness that comes with education is something that no one can ever take away from you. Additionally, it makes one more financially secure and future-focused, particularly in the world of today. Education must be the first step towards achieving true global equality. There wouldn't be as much disparity in social strata if everyone had equal

access to education. Everybody, not only the wealthy, would be able to have an equal opportunity at higher paid occupations. When it comes to becoming independent, education is clearly important. Not only is education important for individuals, but it also plays a vital role in maintaining peace and safety around the world. People who have an education are often taught the distinction between good and evil and are better able to avoid dangerous circumstances¹. Being confident plays a big role in life success, and a well-educated populace is essential for economic expansion.

IMPORTANCE OF EDUCATION:

- *Education as a key for social change*

Education is a key agent in promoting social change and development in society. It can respond to human needs and new materials, resulting in better ways to meet them. Social changes are not automatic, but rather a response to various changes in the social and non-social environment, affecting social relationships and potentially causing social changes.

- *Education promotes - Social Mobility:*

Therefore, lack of education qualification restrains social mobility, while compared with developed nations to secure the higher level of education to equip themselves to obtain more prestigious jobs.

- *Education act as a solvent to inequality in society:*

To a certain extent, it acts as a solvent for inequality, particularly in civilizations where the conventional stratification structure prevented significant social mobility. Common people now have the opportunity to strive for better status thanks to the formal education programme that was instituted during the British era. Many scholars have believed education is the only tool to eradicate poverty and social inequalities.

THE SYSTEM OF EDUCATION BEFORE INDEPENDENCE:

Once, we trace out the evident over the ancient history and practice of education is already been available in Rig Veda. But, negative aspect of unequal treatment has rooted there itself. Classification of people were segregated by the superior authority and they were dominant over the other groups. As a result, the idea of education was spread based on varna and the corresponding obligations that came with belonging to a certain caste. While the Kshatriya were trained in the different facets of the battlefield, the Brahmins were instructed in texts and religion. The males of the working class sudras, the opposite caste, received skill training to do these tasks. In India, the first schools were frequently isolated from the general populace. Pupils were supposed to abstain from towns, known as gurukulas, and adhere to the severe monastic rules set down by the guru. The Gupta era saw a gradual increase in the number of schools and institutions established as the general public became more interested in education. During the Gupta era, colleges like as Nalanda University, Taxila University, and others rose to prominence and only accepted male students. Women were far less likely than males to have an education, even though it was not denied. The Gupta educational system persisted throughout the Harsha period. Morality and discipline are two areas where the school

¹<https://www.navkrishnavalleyschool.org/blog/11/top-10-reasons-why-education-is-important>

system has greatly enhanced human existence. But the educated male population of the day continued to dominate both society and education. Only the most powerful female groups were permitted to receive an education; other female groups were not. We can easily figure out the female philosophers, educated queen's, literacy works by feminine authors within countable numbers.

In the 19th century, British education in India was solidified through the establishment of missionary schools in the 1820s. The first Indian Education Commission, the Hunter Commission, was established in 1882, focusing on primary education. The commission made 36 recommendations under six heads: Policy, Encouragement to indigenous schools, Legislation and administration, School administration, Teacher Training, and Finance. It also recommended the growth of female education in India. The recommendations were accepted by the government, leading to various changes in education. Under Lord Curzon, education should have been given top priority. The Simla Conference in 1901, the Indian Universities Commission 1902 and the Indian Universities Act 1904 are the main reforms created by the Lord Curzon in the field of education. In the field primary education his policy was slightly different. Lord Curzon observed that the need for expansion of primary education was greater than any time in the past and the factor responsible for the slow progress of primary education was the inadequacy of grants from government. So Lord Curzon declared that expansion of primary education was a major responsibility of the state and had a major claim to Provincial and District Board budgets for education. For the betterment of education to the Indian natives he adopted a policy to improve the curriculum, introducing physical education and nature study, linking primary education with village life supporting, teacher-training programmes and provide government aids to primary school education.

The slow growth of the higher education forced the British Government to set up the Calcutta University commission in 1917. The Commission worked for the development of higher education in India, for this, commission made certain recommendation like, setting up a Board of Secondary and intermediate education in each provinces, the level of degree colleges and intermediate classes should be clearly defined. The Commission also made recommendations on the language of teaching. Specifically, it stated that at the secondary level, instruction should be conducted in the mother tongue, and at the college level, English should be utilized. Recommendations made by Calcutta University Commission were realistic and practical which was easily accepted by government of India. Later, implementation of commission's recommendation of higher education got changed fully, working of education institutions got restricted to considerable extent. However, the commission's recommendation not able to solve the problem of situation of over-crowdedness found in Indian universities. From 1917 till independence several Acts were passed and numerous commissions were set up for the better development and growth of modern education India.

DR. AMBEDKAR'S INDEPENDENCE MARKED A SIGNIFICANT TURNING POINT IN THE DEVELOPMENT OF EDUCATION.

The day of independence, it witnesses and share the happiest movement of the Indian people in Indian history, but real picture in the field of education was totally different. The first balance on the verge of independence in every area of education was incredibly sparse and depressing in every way, with significant imbalances and educational discrepancies between wealthy and poor, men and women, and urban and rural areas².

² School Education System in India before and after Independence Satyendra Kumar Pandey, Research Scholar, Department of Education B.R.A.Bihar University, Muzaffarpur.

After independence, India needs immediate reforms in the education system, which is an important instrument for social change and national upliftment. Dr. Ambedkar has formed several committees and commissions, which were required to review the educational problems and make recommendations in order to adjust it to the changing needs, aspirations of the people, structure, and strategy of education. Ambedkar has made a strong foundation for our India: an effective Constitution to provide Justice, Liberty, and Equality and, of course, to provide free education to the people of India. Finally, a new constitution for independent India became effective from 26th January 1950. Many articles in the constitution deal with education in the republic and touch the following aspect of Indian education; The Right to education did not secure a position within Part III of the Constitution during its drafting and subsequent enactment in 1950. Instead, it was protected by Part IV of the Constitution, which shields the state from legal action when the right to education is not upheld.

Fundamental rights – Hidden treasure framework by Dr. Ambedkar:

The concept of the right to education is not directly placed in fundamental rights under part III. Instead of that, Ambedkar framed Article 14, 19, 21 in our constitution. These three are the key players of our constitution. In Article 14, “the state shall not deny to any person equality before the law or the equal protection of the laws within the territories of India”, while this article 14, it clearly states that everyone in the country should be treated equally, irrespective of socially, economically, educationally, religious, gender, etc., here we have to point out that term educationally is not directly mentioned, but impliedly meaning of “equal protection” denotes the same.

Before independence, the concept of education was available only to higher class people and not to the lower class or economically weaker section, even though it was common to all. Now this clause gives rights to equality of education. It's not possible for the vulnerable to raise their opposition to decision-making. Their mouth keeps silence, since the implementation of article 19 gives “freedom of speech and expression with restriction”, helps everyone to participate in social events and share mere opinions in political meetings, etc. Article 21 is treated as the heart of the constitution, no person shall be deprived of his life or personal liberty except according to protection established by law. While interpreting the definitions “Protection of Life” and “Personal liberty” has broader definitions, from a narrower perspective, education should help a better livelihood and protect one's own life by neglecting evil ones.

And on the other hand, personal liberty is a choice wishes or one who wishes to act upon his own will. But such education has been restrained by inequalities and untouchability in India. Ambedkar has clearly believed that “Everyone has the liberty to do as they wish, to attain the same. Education creates liberty. It will guide them in an enhanced manner and uphold prosperity. He believed that these articles subsidies remove in equal treatment and divergent opinions of mythical society.

After decades, the necessity of education is started prevail over the inequality. Peoples are also believed that education is the only tool for life upliftment and nothing else can do so.

Recent trends of education policies guaranteed by the Constitution after decades:

- **Free and compulsory primary education:** According to Article 45³ of the Indian Constitution, the State is required to make every effort to offer free and compulsory education for all children till they become fourteen years old within 10 years after the document's adoption

³ Substituted by 86th amendment act, 2006.

- **Instruction in religion:** The Indian Constitution's Articles 28(1), 28(2), Article 28(3), and Article 30 protect secular education. Since India is a secular nation, all religions are free to propagate and make their teachings more widely known.
- **Equality of Opportunity in Educational Institutions:** The Articles 29 and 30⁴ under Indian Constitution grant minorities the freedom to create and run the educational institutions of their choosing, regardless of their language or religious beliefs.
- **Education of the socially and Educationally Backward Classes of Citizens:** Scheduled castes, scheduled tribes, and other weaker segments of the Indian nation are protected in their educational interests by Articles 15⁵, 17, and 46.
- **Language and Educational Safeguard:** Article 29(1) states that every group of Indian people living in the country or any of its territories with a unique language, script, or culture is entitled to interpret it as they see fit.

The Indian Constitution provides articles and other provisions to popularize education among Indian citizens, filling educational disparities between rural and urban, male and female, rich and poor, and providing maximum opportunities for education with minimum expenditure. After independence, the Government of India formed the University Education Commission in 1948, led by Dr. S. Radha Krishnan has submitted its report - 1949. The Education Commission (Kothari Commission) was appointed in 1964-66 to advise the Government on national patterns of education and suggested the establishment of a National Board of School Education. After careful consideration and nationwide discussion, the Government realized the absence of policy in education and declared the National Education Policy in 1968. This policy allowed free India to accelerate education expansion and introduced the 10+2+3 system by most states. After 20 years, the policy was modified in 1986 to address changing sectors. The National Policy on Education 1986 aimed to remove disparities and equalize educational opportunities for women, Scheduled Castes and Scheduled Tribes, the disabled, and certain minority groups who are either educationally deprived or backward:

- Education for Women's Equality
- Education of the Scheduled Castes, Scheduled Tribes, and other backward section
- Minorities' Education
- Education for the disabled person with scholarship facilitations.
- Early Childhood Care and Education
- Elementary Education, Secondary Education and Navodaya Vidyalaya.
- Vocationalisation
- Higher Education facilities with Open University and Distance Learning, Technical and Management Education, Research and Development, etc.
- Media and Educational Technology
- Sports, Physical Education and Youth
- Evaluation Process and Examination Reforms
- Concept of Rural Universities and Institutes

Since education is the primary means by which our country has gained prominence on the global stage, several changes have occurred in other sectors of our country to preserve societal chaos in various domains. In order to facilitate the shift from a traditional to a contemporary industrial society, free India must take appropriate

⁴ Inserted by the constitution – (44th amendment) act, 1978.

⁵ Added by the constitution – (1st amendment) act, 1951.

measures to boost economic growth in the primary, secondary, and tertiary sectors. Therefore, in order to address this, the government and central government have to devote more time and funding to primary health and education.

The National Policy on Education was changed in 1992 in order to achieve the following objectives: education for women, elevation of poverty, national integration, population control, and the promotion of women's equality. Although the updated National Policy on Education has been in effect for more than 20 years, its effectiveness has not yet reached a satisfactory level. Since the national education goals have not yet been met, everyone involved at all levels must make earnest efforts to increase the efficacy and efficiency of education. In addition to commissions and committees working to advance education in the land of sovereign India under the various constitutional rights provided by the Constitution of India, four UN agencies - UNESCO, UNICEF, UNIP, and the World Bank, joined forces to sponsor Project "*Education for All*," which aims to meet the basic learning needs of the global community. Project II, funded by UNICEF, was one of the most prominent action programmes for enhancing primary education. It was known as under the Primary Education Curriculum Renewal Project, which involved extensive collaboration with primary schools from every state and union territory.

The Indian government creates several programmes, policies, and laws to advance the education system, raise the literacy rate, raise the standard of education, and create a new society free from discrimination on the basis of sex, caste, religion, or location. As said above, the government will create policies for the improvement of individuals without prejudice; nonetheless, it is each person's obligation to employ these policies appropriately for the advancement of society.

CONCLUSION:

Our Indian education system has created many eminent scholars, professionals, entrepreneurs, business organizations, inventors, authors, developers, etc., it has enriched society. Now, India has reached its literacy rate in 2018 of 74.37%. Compared, from 1951 it was only 18.33%⁶. It was a drastic change over in the Indian history. The achievement is not possible without the initiative measures of Dr. Ambedkar & his vision towards the development of India into for the next level, his tireless effects on education policy not only paved for the better livelihood of common people but also many intellectual creators for society. They uplift our economy to the world market and marked the brand recognition to India. Therefore, it concluded with a tribute to Dr. Ambedkar efforts to implement proper education policies. He is the real victim of untouchability and showed society that “untouchability is only for those who have untouched the book and not for educated one” by breaking up all the chain of hurdles.

⁶https://en.wikipedia.org/wiki/Literacy_in_India#:~:text=The%20number%20of%20high%20schools,361%20million%20to%201%2C210%20million.

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