



RELEVANCE OF DR. AMBEDKAR'S THOUGHTS FOR THE MARGINALIZED COMMUNITIES IN CONTEMPORARY INDIA

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Abstract:

This survey study was conducted with the objective of reflecting on the relevance of the thoughts of Dr. Ambedkar for the marginalized in contemporary India by the sample of teachers (50) and students (105) drawn from the English Medium Secondary School of Amravati City. The tool used was questionnaire prepared by the investigator. The study revealed that there still exist various problem which need solutions and can be solved through the thoughts of the great personality Dr. Ambedkar.

INTRODUCTION:

“Ideas are in truth, forces. Infinite, too is the power of personality. A union of the two always makes history.”- wrote Henry James and it can be said same about Dr. B.R. Ambedkar whose Revolutionized thoughts not only were apt for the then contemporary India but it can be used today for the development of present contemporary India.

“One man one value” is the egalitarian message of the constitution, its architect Dr. B.R. Ambedkar a rebel (Mahar/Dalit) himself challenged the then social order of the society where democratic ideas of equality, fraternity and brother hood still contradicted in the then contemporary India and is still prevalent today also. Around 50% of human population of India is still religiously, economically, socially marginalized in a Republic, which holds secularism, socialist, sovereignty and democracy as its supreme principles. Marginalized communities is a large sections of people who are socially, educationally and economically backward who stand midway between the forward classes and the outcaste or depressed classes rather part of them(Chinnappa Reddy J).

As frustration escalate and the aspirations suffer towards the marginalized even today in contemporary India there arises once again to reflect on the various ideas of Dr. B. R. Ambedkar who was a man with a mission of liberation of man, a single soul thunderbolt which struck at the roots of human bondage, with new dimensions beyond the economic diagnosis of Marxism and Political Liberty of Mill.

NEED AND IMPORTANCE OF THE THOUGHTS:

Anatole France put it with sardonic bluntness. “The disarm the strong and arm the weak would be to change the social order which it's my to preserve. Justice is the means by which established injustices are sanctioned.”

The fact is that millions of humans, under the Indian sun, suffer unspeakable social and economic handicaps and have no political tongue to argue their case. These are marginal humans, who whisper to all humans with heart of tear. Thus India to-day what ever establishment, needs Dr. B. R. Ambedkar everyday, not the mortal who passed away in Dec. 1956 but the immortal, indignant interrogation he was, is and will be until be proletariat who now keep the keys of power as of right through their might. Therefore, there

arose a need to reflect on his thoughts, and use it in today contemporary society where the marginalized communities are still looked down.

NEED AND SIGNIFICANCE:

This study will help in the realization of the objectives that there still exist many problems with the marginalized communities and therefore solutions have to be found out. By studying, by reflection the students the future generation and the teachers the backbone of educational system can still imbibe the great thought of the very great being Dr. B. R. Ambedkar.

OBJECTIVES:

- i) To find the various problems of the marginalized communities that still exist in contemporary India.
- ii) To find the solution for the problems of the marginalized communities in contemporary India.

HYPOTHESES:

- i) The students will give less problems and solution.
- ii) The teacher would give a good number of problems and solutions.
- iii) The students and teachers are familiar with Dr. Ambedkar thoughts.

RESEARCH METHODOLOGY :

Population –

The population comprised of all the Teachers and Students of English Medium Secondary School in Amravati City only.

Sample –

Sample for the study consisted of 50 teachers and 105 students. The age groups of the teachers were above 30 yrs, while the student's age group was 14-16 yrs.

Tools of the Study:

The data was collected using the tool of questionnaire which had two parts viz. Part A : Personal Data Sheet and

Part B : A well structured questionnaire prepared by the investigators (both for teachers and students) which consisted of 3 open ended questions for more wide and innovative answer, was used to collect data.

After planning through survey method the data was collected from the sample above by randomly selecting the Teachers as well as the students of Secondary English Medium School. The collected data was then interpreted and analysed through simple statistical technique of frequency and percentage.

ANALYSIS AND INTERPRETATION OF DATA:

Analysis of the responses to the questionnaire of the students and teachers is shown under the following table.

Table No.1
Problems and Solutions given by Teachers and Students

(F= Frequency, %=percentage)

Sr. No.	Problems	Solutions	Tr. F/%	St. F/%
1	Poverty	Implementation of several schemes of Government strictly.	(16) 32%	(42) 40%
2	Illiteracy	Education (Specially Higher Education)	(21) 52%	(98) 94%
3	Women Low Status (Population)	<ul style="list-style-type: none"> • Population Control • Status increment by participation in decision making. 	(8) 16%	(23) 22%
4	Exploitation (Social Injustice)	<ul style="list-style-type: none"> • Liberal thoughts of socialist. • Dignity of man. • Knowledge of Human Rights. 	(8) 16%	(21) 20%
5	Unemployment	<ul style="list-style-type: none"> • Small scale industry. • Land Reclamation and Co-operation farming. • Industrialization. • Job-oriented educational Center 	(18) 36%	(44) 42%
6	High Indebtness	<ul style="list-style-type: none"> • Awareness of Govt. loan Schemes. • Communication 	(6) 12%	(17) 16%
7	Social Attitude of High Class People	<ul style="list-style-type: none"> • Amendment in the constitution • Inter-case marriages. • Awareness of Constitutional Rights. 	(20) 40%	(23) 52%
8	Corruption in different Govt. Scheme	Awareness and Education of Government policies and various ordinances.	(12) 24%	(13) 12%
9	Poor health status in rural areas	Political parties should refrain from interfering in local self-Government	(18) 36%	(44) 42%
10	Lack of civic Amenities	Evaluation and Assessment of policies of Government from time to time.	(8) 16%	(21) 20%
11	Division among the community	Political parties to be a way/refrained	(22) 24%	(13) 12%
12	Laziness	<ul style="list-style-type: none"> • Facilities to the deserved one's only. • Activities for the betterment. 	(6) 12%	(3) 2%
13	Political insecurity	<ul style="list-style-type: none"> • Representation in election • Amendments for representation 	(10) 20%	(7) 16%
14	Addiction	<ul style="list-style-type: none"> • Programmes for a wakening • Job orientation workshops. 	(4) 8%	(3) 2%
15	Caste Oppression	<ul style="list-style-type: none"> • Annihilation of caste system. • Merits of quality rather than caste to be considered. 	(6) 12%	(17) 16%

It is evident from the above table that the students and teachers definitely think about the problems of the marginalized community. The problems stated poverty (32%) (40%), Illiteracy (52%) (94%), Women Low Status (16%) (22%), Exploitation (16%) (20%), Unemployment (36%) (42%), High Indebtness (12%) (16%), Social Attitude of High Class People (40%) (52%), Corruption in different Government Scheme (24%) (12%), Poor health status in rural areas (36%) (42%), Lack of civil amenities (16%) (20%), Division among the community (24%) (12%), Laziness (12%) (2%), and Caste oppression (12%) (16%) were given by the teachers and Students respectively.

The solutions for the above problems are also stated by the teachers and students respectively which are given in the above table.

CONCLUSIONS:

Rabindranath Tagore (Gitanjali) has rightly through his poems rebuked the caste-conscious thorists

*Proud caste man of my unfortunate country
Throw on your own unwilling head lest on your own unwilling head
Should be heaped the burning insults
That you now shower on others.
You have deprived the outcastes of the common rights of man,
With your very eyes.
You have beheld their misery,
And yet you have refused to take them to your heart.
But remember, please do remember.
Some day you shall have to be
The equal of them all in ignomity.*

Thus after reflection on the above lines, it conveys that there are many problems of the marginalized communities that can be solved through the solution given in the table aside. Apart from the above Ambedkar's thoughts in the dynamic trinity of values of Buddhism of Pragna (Understanding) Karuna (Compassion) and Samata (Equality) too will help along with his vision par excellence of abolition of dehumanization to live united, to work for the progress of the nation is the need of contemporary society.

The thesis of his democratic thought that 'A society truly free' will provide social democracy not merely ballot equality.

His scheme to solve the vicious circle of Poverty, illiteracy and Unemployment was Education that too Job Orientated Education would help solve many problems.

His thoughts of 'Learn, organize and agitate' can definitely solve the problems of the marginalized communities to some extent.

Lastly in his own words the book – "B. R. Ambedkar – A study in Social Democracy" by G. S. Lokhande, page 171-172 regarding the relevance of his thoughts in contemporary India, it can be said 'Don't, believe in time, Don't believe in accidents and coincidence. Believes that man is the creator of history, and he can come out successful not withstanding the odd circumstances' should be the key of contemporary India.

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