



Research Paper

Inclusiveness In Educational Expenditure Of India: How Far The Recent Trends Satisfy Ambedkar's Dream

*PP Irfana

Doctoral Scholar
Department of Economics
St. Joseph's College Devagiri
Calicut, Kerala – 673008

**Dr. Shiby M Thomas

Associate Professor and Research Supervisor
Department of Economics
St. Joseph's College Devagiri
Calicut, Kerala – 673008

Abstract

This paper purports to depict the ideal role of education according to the vision of Dr. B. R. Ambedkar and also conducts an analytical comparison of the present trends in educational expenditure. He opined that education was the first and foremost weapon to conquer the world of equality. Ambedkar was one of the eminent personalities to give much priority to education for all without any discrimination. He was a renowned educationist as well as an economist, lawyer, jurist and started his career as a Professor. He enlightened and enlarged the vision of education by spreading the message of outreach of education to all and thereby ensuring the upliftment of the marginalised and the downtrodden in the society without any differences in caste and sex. But the present scenario is entirely different from those of the times of Ambedkar; the focus on education, the nature of spending and the perception on education have changed drastically. The trends in public spending on education show a tremendous hike in the amount of spending and the beneficiaries of education among the marginalised and the downtrodden are also on the rise. There are a number of Centrally Sponsored Schemes and Scholarships for marginalised communities and minorities which have done a great effort to enrol them into the mainstream of education. This shows that in course of time, Ambedkar's dream of equal opportunities to all comes true after all.

Key Words: B.R. Ambedkar, Education, Expenditure, Marginalised and Centrally Sponsored Schemes.

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I. Introduction

Education is the most strongest and sharpest weapon of change in the society. The type of education acquired will surely be reflected in the views or words we exhibit. If we learn religious education then we will be more religious or if we learn moral education, we will behave with keeping more moral values or if we learn more social principles then we will tend to treat all the people equally. Finally all these kinds of education will change our perspective on how we treat others. The point is that education is an important tool to build a wonderful sculpture and the sculpture will unite our society with love, care and unity.

Baba Saheb Dr. B. R. Ambedkar was a person who dreamt of a society where equal treatment was meted out to all its people. This idea leads to move forward for educating the people in the society without any discrimination and more than that he is a person who tried a lot to remove the evil of untouchability that existed in our society. The people of his generation were immersed in various superstitious beliefs and they practised the evil custom called untouchability. Untouchability expelled the downtrodden from the mainstream of the society by denying them the opportunity to acquire education, employment and even the possibility of enjoying a better life. People always follow the conventional dirty evils that were followed by their ancestors. For bringing in a change to this conventional system, Ambedkar suggested that firstly one should educate himself and thereby become a model to the downtrodden. His main idea on education was clearly shown in his speeches, writings, journals and his letters. These resources give us a clear picture on the reflections of his ideology on educating the downtrodden or marginalised in the community.

The study is focused on some aspects of Ambedkar's ideas on education and to compare it with the trends of educational expenditure in the contemporary scenario. The present situation is much better in considering the needs of the marginalised community and that has led to the empowerment of those people to a

certain extent, help them to come forward to the mainstream. But some are still suffering and struggling for a better life, even though the outlook of the society has changed a lot. The change is visible from the number of children enrolled in education from the marginalised communities. This study is mainly focused on the Scheduled Castes and Backward Communities. These two marginalised sections are selected for discussing their overall educational attainment and also to understand the changed scenario as a result of the series of hard work done by Dr. B. R. Ambedkar for ensuring equal treatment of all irrespective of their caste and sex.

Historically a vast majority of our people have been denied of adequate education and better educational facilities. The major group in this denial of education is Scheduled Caste and Scheduled Tribes in India. The other is the Back ward Class community, among these people women are the most vulnerable section to access education. There are many studies about women education and the backwardness of women in India. Here the point is that education that is equal and justified is the key to the end of backwardness and that situation leads to the awareness of many rights for leading a prosperous life in this earth. In this regard the awareness about the importance of education among the depressed classes, the experiences these people in practising equal rights and the govt policies that make these people educationally empowered deserve special mention when one analyse the dream Dr. B R Ambedkar.

Objectives

The important area covered under this study is summarised to the following objectives. The objective of conducting this study is given in the following bullets.

- To explore the importance of education as stated by Dr. B. R Ambedkar.
- To assess the current state of Education for the Marginalised Community.
- To analyse the public spending on education to the Marginalised Community.

II. Methodology

The study is purely based on the secondary data. It describes the data on educational expenditure by the government which is self-explanatory to discuss the educational spending by government for the Scheduled Castes and Backward communities. Here, an attempt is made to provide a descriptive analysis to make a comparative study of the ideas of Dr. B. R. Ambedkar and to relate it with the present expenditure trend in the education sector. This paper focuses on the education of the marginalised community. Here the term marginalised is used to showcase the two weaker sections of the society namely Scheduled Castes and Backward community. The educational upliftment of marginalised through the programmes and schemes of central government are the main points of discussion of this paper. The major schemes for the education sector are mentioned in this study. The study includes the educational scenario of marginalised section as mentioned in the Annual Report of Department of Social Justice and Empowerment. The study focuses on the viewpoints of Dr. B. R. Ambedkar on education and what extend the educational expenditure made by the government satisfies his vision especially in the twenty first century..

Dr. B. R. Ambedkar's Vision on Education

During the time of Dr. B. R. Ambedkar, Right to education was limited to higher castes in the society. The people from lower caste did not have any right for acquiring education. If they tried to get it then it would be a social issue. They couldn't even dream it and the very thought of educated people among the lower classes infuriated the upper class people. The writing of Dr. B. R. Ambedkar was mainly aimed to secure the right to education for the excluded community. He tried to liberate the social system through his inclusive ideas on education as well as by the elimination of social distresses. His attainment of education from various countries helped him a lot to conceptualise his ideas and in its implementation. The real life the experiences faced by him gave a great vision on the rights of the downtrodden or the untouchable. The bitter experiences gave a restoration to his life. His readings played an important role in shaping his views on all the distresses faced by the society. Education is the process of making the idea of equality among the all without any prior considerations; that's why he did more concentration on getting education and tried to convey the idea to others. Ambedkar was deeply influenced by the writings and teachings of Professor John Dewey, one of the greatest educationists of the 20th century, who happened to be his teacher at Columbia University. Ambedkar fully endorsed Dewey's emphasis on education as a means to change the world and not merely to understand it. Dewey held that democracy cannot go forward unless the intelligence of the mass of people is educated to understand the social realities of their own time (Dewey, 1916).

Education is the master piece of a society that wants to progress and uplift the nation with a wider range of opportunities to its people. Education is possible not only from a single source but it can attain from reading, writing, listening and speaking to others. Effective discussions impart a larger quantity of knowledge to the people and that contribute their development. That's why Ambedkar promoted education of the individuals by themselves and educate others. Ambedkar has a clear picture on the different levels of education of the

society with a strong ideology of the importance of education in each stage of development of the society. He considered education as a core for social change rather than the improvement in people's livelihood. In those days education was used as a tool to liberate the depressed class from the social evils practising in India.

The oppressed class society in his periods was exploited by the politicians, high class people and the ruling class. So Ambedkar considered education was a tool to conquer their rights and at the same time it was used to break the chain of slavery. People in the depressed class community suffered a lot in the form of superstitious beliefs, exploitation by high class people and ignorance of a better life etc. The massive oppression by the ruling class resulted in the emergence of the new thinking from the depressed class in the society. Ambedkar himself was a victim of these oppressions and led various movements against it. These experiences taught him a lot and wanted to remove these evils from the society and convinced the affected people about the importance of education. Ambedkar became a leader for acquiring their needs and who led them in those days to get it. The activities of Ambedkar led to the emergence of varieties of massive movements from the depressed class and form organisations to achieve their rights. Eventually the society changed a lot and depressed class society got much more power in the society. In spite of those changes, in the recent years, the country witness a lot of cases against the depressed class or marginalised community, so the importance of Ambedkar's words on equality and importance of education become central point of attraction. Although we changed a lot in the education of the marginalised or depressed class but we did not reach the exact point that Ambedkar underlined in his dream. Ambedkar has a clear vision on education at different levels and education of different categories of people. Small briefings of some are given below.

Primary Education:

Education builds a good nation in its strong foundation and hence it is the base for all the developments of a society. A strong primary level education is the foundation stone for this base. Primary education is the base for all other levels, so Dr. Ambedkar gave more priority for ensuring primary education. Article 45 of the Indian constitution ensures free and compulsory education to the children until they complete fourteen years of age. It was the first and foremost step taken by their initiative to ensure primary education among the illiterate society in India. The demand made by Dadabhai Naoroji in 1882 before the education commission was to make the primary education as free and compulsory to those who are under fourteen years of age was a mile stone in education dreams and in 1910 it was enacted. Ambedkar strived to guarantee education that is basic education for reading and writing to the illiterate irrespective of the individual's caste, gender and social group. He worked for ensuring the basic literacy of reading and writing which is the primary concern and essential need of education.

Higher Education:

Higher education is an important aspect for the individual progress as well as progress for the nation. He tried to teach the Indian Society the concepts of Individual and Social benefits of higher Education. He stressed that the progress of the nation ultimately depends on the imparting of higher education in its people. This further elaborated the higher education in India. His initiative on higher education was blossomed in the name of Peoples Education Society in 1945 and they started a college as a mile stone in this system in 1946. His initiatives gave much priority to the education of low class people especially the Scheduled Caste, Scheduled Tribe and depressed sections in the society. Now the government introduce different programmes in this field and that give special attention to the higher education of depressed class and women education. Ambedkar's idea was to give flexibility in higher education by providing complete freedom to teachers in the matter of academics while intervention of the authorities at the very minimum level. At presently universities are adopting his ideology on the higher education system with appropriate checking and evaluation of the higher education systems in India for promoting and ensuring high quality in its operations and outcomes.

Women Education:

Ambedkar had a strong opinion that women have a special space in the process of political activities with all privileges as the men do in the process of political change. He always pleaded for providing an equal space for women in all the developmental activities of the nation in a society characterised by male dominance. Ambedkar considered education as the right weapon to teach the role of women in the nation building process, shape the society, ensure a better life, prepare a good platform to grow the next generation, provide better health care to their children and so on. He realised the need for women education in the background of depression and other hurdles for development of the society. Therefore he strongly argued for the creation of a platform for their rights and their needs as there were a wide variety of oppressions faced by movements led by women in those times. Consequently a platform was created for the aspirations of the women because in those times many movements of the women were suppressed by the male dominance. That was a breakthrough for women education and after that women realised the importance of education and they fight for that cause. This paved

the base for the progress of women education in India and we moved a great road forward and majority of the women in India are now well educated than the men. Even then, we have to focus on some negative aspects in the women education in India that we cannot attain 100 per cent women education in this twenty first century. More over we are lagging in the cause of dalit women education. So India wants to focus on these matters and should overcome these hurdles of development of the nation.

Dr. B. R. Ambedkar as an Educationist

Ambedkar played a prominent role to educate and enrich the society against the narrow mindedness of the dominant leaders in the society. He was educated as an untouchable, acquired wisdom and inspired others. He established “*BahshkritHitkarni Sabha*” in 1924 for uplifting the downtrodden masses through education. As a part of it he opened many Hostels, Libraries, Social Centres, Classes and Study Circles to motivate them for enrichment by education. As a part of the programme, he initially started industrial and agricultural schools. He introduced Depressed Class Education Society in 1928 with the aim ensuring more facilities for the education of the depressed classes.

On June 20, 1946, the establishment of the *People’s Education Society* was an important step Ambedkar initiated to propagate Higher education among the Backward Classes. He established the People’s Education Society, in Mumbai in order to raise the level of cultural and enlarge the mental horizon of the depressed and oppressed classes, who were denied the educational rights for centuries (Navjot, 2015). The motto of People’s Education Society was “Knowledge and Compassion”. As a part of it many colleges and educational institutions, were started progressively. The colleges contributed widely along with People’s Education Society to spread higher education amongst the marginalised by providing hostels, scholarships and skill development training etc.

The centre point of Ambedkar’s view was to provide primary education for all. It was really an inspirational idea which provides the basis of further development in basic education. Ambedkar forcibly raised the opinion on spending more money on primary education and argued that “I therefore Request the Honourable the Education Minister to spend more money on primary education, if for nothing else at least for the purpose of seeing that what he spends bears some fruit ultimately. ...unless we spend a sufficient amount of money, to see that every child that enters a school reaches the fourth standard, what we have already spent upon him is of no purpose whatsoever” (Ambedkar, 1982: 40).

Ambedkar played a prominent role in the formulation of compulsory education as the state policy through many acts and amendments. Bombay Primary Education Act, Bombay University Act and its Amendments etc. are a few among the prime contributions by him as an educationist in Indian educational system. He focused on the social transformation through removing the social evils from the society by educating the people. Illiteracy makes people powerless and they were remaining as obedient followers of the powerful people in the society. Education has a ground-breaking role in the Ambedkar’s ideology of social transformation through education. So education was an integral part of transforming the society in those days. He also advocated making education as the main pillar for creating a society with equal rights. A grand opening for educating the society was made through a variety of movements in those days especially from 1920 to 1956. Ambedkar pointed out in his welcome speech at Milind Mahavidyalaya in 1951 that the illiterate people were robbed by the existing social order and the existing order would make them slaves to others. The unawareness of the importance of education breeds a wasteful life to them and they didn’t understand of the meaning of their lives in the society. Scholarships had a prominent role in the student life of Dr. B. R. Ambedkar and because of that he tried to promote many scholarships for educating the children who were in need of it.

Educational Expenditure in India

Education has a very important role in contributing the social sector development of the states. That means it plays a vital role in the overall social and economic development. In order for the betterment of primary, secondary and higher education we need more funds. The central Government gives priority for higher education by providing more schemes and programmes. The following figures on educational expenditure gives a clear picture about the educational expenditure made by the government from 2000 – 01 to 2018 – 19.

In 2000 – 01 the government of India spent rupees 5878291 lakhs as educational expenditure and it has been increasing over the years as the population and the educational needs increases but not at the same rate, as increasing population is much faster than the increase in the educational expenditure made by the government and the needs for more and more educational facilities have also been increasing. As we know India is a developing economy so the needs especially the developmental needs are much higher than that of the developed ones and education is the foundation for the development of a society or a nation consequently the needs are going on the rise. What is actually happening in India is that the educational expenditure cannot cover its needs fully. Anyway the educational expenditure has been increasing and it was 18761733 lakhs in 2010 – 11

and then it rises into 49792300 lakhs in 2018 – 19. Even though high, it is not sufficient to meet the increasing needs of the educational sector in India.

In 2000 - 01 the educational expenditure as a percentage of Gross Domestic Product (GDP) was 4.14 per cent but it was declined in 2004 - 05 as 3.26 per cent of GDP. In the next year it increased slightly and over the years the total expenditure on education had been increasing. The budget expenditure on education by different states with respect to their Gross State Domestic Product (GSDP) also increases. In 2010 – 11 the educational expenditure with respect to the states GSDP was greater for Mizoram and they spent above 9 per cent of their GSDP. Delhi had spent below 2 per cent in the same year and they spent very less when compared to all others. In 2014 – 15 this situation changed and Arunachal Pradesh devoted the highest amount on education that was near to 9 per cent and the lowest was Delhi with only 1 per cent. The government introduced different programmes for the progress of education sector and currently they are planning varieties of schemes to develop it. In the year 2018- 19 the government of India spent 4.6 per cent of national income to the developmental activities in the educational sector. It means that the central government used 4.6 per cent of its GDP in education sector as the educational expenditure for elaborating the sector with wide varieties of schemes.

Schemes Introduced for the Development of Education

In order to uplift the society through education, the central government has introduced varieties of schemes with various objectives. The major Centrally Sponsored Schemes and Central Sector Schemes introduced by the central government for the education sector are SarvaShikshaAbhiyan, Mid-Day Meal Programme, Programme for Strengthening of Teachers Training Institute, Schemes for Infrastructure Development of Private Aided/Unaided Minority Institutes(IDMI), MahilaSamakhya, Strengthening for Providing Quality Education in Madrassas(SPQEM), RashtriyaMadhyamikShikshaAbhiyan(RMSA), Inclusive Education for Disabled at Secondary Stage (IEDSS), Scheme for Incentives to Girls at Secondary Stage, National Merit cum Means Scholarship, Scheme for Financial Assistance for Appointment of Language Teachers, Scheme for Adolescence Education Programme, Scheme for Opening of Girl Hostel, Scheme for Model School, Scheme for introducing and promoting Information and Communication Technology at School, Scheme for Vocationalisation of Secondary Education, Saakshar Bharat, Scheme for State Resource Centre (SRCs), Jan ShikshanSanthans (JSSs), Scheme for Teacher Education, RashtriyaUchcharShikshaAbhiyan(RUSA), Scheme for National Initiative for Design Innovation, Scheme for National Research Professorship(NRP), Scheme for Establishment of New Central Universities, Uplifting and promoting National Tribal University, Schemes for Apprenticeship Training, Support for Distance Education and Web Based Learning(NPTEL) and Technology Development Mission (Source: Annual Report of Department of Social Justice and Empowerment). These schemes are providing fillip to the educational progress of almost all the backward communities in India and also ensuring better education to the society. The union govt and the different state governments have been introducing various schemes in both higher and school level education since educational development is vital for the economic and social progress of every sections of the society.

These schemes are also covering target areas like providing financial and other supports to the World class Central Universities, establishing degree colleges in educationally backward districts, motivating the state governments for expansion of higher education institutions, subsidies on educational loans for students from economically backward sections to pursue technical or professional education, supporting uncovered state universities and colleges, strengthening science based higher education and research in universities, inter universities research institute for policy and evaluation etc.

Major Schemes for the Development of Scheduled Castes and Other Backward Class Students

The union government has introduced a number of Schemes such as Centrally Sponsored Schemes and Central Sector Schemes for the development of the society. Among these schemes some were completed, while some are not working and some others have been merged with other schemes. But all the schemes for the marginalised communities still continue even though some merged to form new schemes but most of them are operating in original form. The interesting fact of these schemes are they continue to operate still.. The major Centrally Sponsored or Central Sector Schemes working for the upliftment of the education for Scheduled Castes and Other Backward Class Students are given below. These schemes are contributing much more to the enhancement of these communities through education. In other words majority of the students in marginalised communities can continue their education only because of this support by the government. The schemes are mentioned below.

The names of such special schemes for Scheduled Castes and Other Backward Class Students are Post - Matric Scholarship for SC students, Post - Matric Scholarship for OBC students, Special Central Assistance to Scheduled Caste Sub Plan(SCSP), Pre – Matric Scholarship for SC students(IX and X), National SC Finance and Development Corporations, National Backward Class Finance Development Corporations, National

Fellowship for SC students, Pre - Matric Scholarship for OBC students, Construction of Hostel for OBC Boys & Girls, Assistance for Skill Development of OBCs/DNTs/EBCs (NGO Scheme), National Fellowship for OBC students, Dr. Ambedkar Scheme of Post-Matric Scholarship for Economically Backward Classes (EBCs) and “Dr. Ambedkar Scheme of Interest Subsidy on Educational Loans for Overseas Studies for Other Backward Classes (OBCs) and Economically Backward Classes (EBCs)” (Source: Annual Report of Department of Social Justice and Empowerment).

Among these schemes some played a vital role in educating the students who belong to Scheduled Caste (SC) and Backward Community. The first and foremost is the Post - Matric Scholarship for SC students. The government had spent a big amount of money for it. In 2018 – 19 government spent 5928.16 crores of money under the Post - Matric Scholarship for SC students. This is one of the important reasons for the increase in the Gross Enrolment Ratio (GER) of the students from Scheduled Caste. These increased trends in GER by the influence of Post - Matric Scholarship are shown in figures of enrolment of SC students in different years. Under this scheme in the year, 2002 – 03 enrolment was 18.94 lakhs and increased to 59.25 lakhs in 2017 – 18. In 2002 – 03 the GER for Higher Education of SC students (Age Group 18-23) was 6.0 and increased into 21.8 in 2017 – 18. The GER in higher education as a result of the influence of Post - Matric Scholarship was continuously increasing from 2002 to 2017.

In the field of higher education, the majority of the students are pursuing higher studies by the fellowship offered by the central government entitled as National Fellowship for SC students. Every year the central government is providing fellowship for 2000 scheduled caste students across the country. In 2014 – 15 the government released 148.84 crores of rupees under this special scheme and 1034 male students and 966 female students got the benefit. Government provided 200.55 crores in 2015 – 16 for 1090 males and 910 females. It declined in the year 2016 – 17 as only 196 crores covered 1340 males and 660 females. The fellowship amount was 225.40 crores in 2017-18 and it covers 1065 male students and 935 female students. In 2018 – 19 the government announced 240 crores of rupees under this scheme that covered a total of 2000 students. The overall amount under this scheme national fellowship for SC students have been increasing over the years that means that the students are enjoying much better facilities in education sector by the government activities.

Expenditure under Different Education Schemes

The most important reason for the promotion of education among the Scheduled Caste and Backward communities are nothing other than the scholarship schemes. So the government is spending much more under these scholarship schemes. Among these different scholarships introduced by the government the Post – Matric scholarship played an important role in increasing the Gross Enrolment Ratio of these two special categories of children. In the year 2018 – 19 the total spending on Post - Matric Scholarship for SC students was the highest that is 5928.16 crores. The second one is Post - Matric Scholarship for OBC students, the amount spends under this scheme was 1000.45 crores. These two Post - Matric Scholarships together contributed 6928.61 crores. This was the highest spending for a single centrally sponsored scheme in the education sector in the year 2018 – 19. In the same year an amount of rupees 897.25 crores spent under Special Central Assistance to Scheduled Caste Sub Plan (SCSP) in the education sector. Other than the central govt various other agencies are also spend for the educational progress of the depressed classes. Different state governments spend in this field under a large number of programmes to uplift them. Hence we cannot consider central government as the single contributor in this field. However the study focused on the spending through the Central Sector Schemes and Centrally Sponsored Schemes by the central government in this field for the depressed class society in India.

For these two groups of people higher education is has much importance because it will directly lead to jobs and consequent empowerment. So the expenditure on higher education is also important. In this respect the spending on fellowships play an important role to generate social and economic development by preparing them for a job. For this purpose the government is spending something more to the higher education field by generating more schemes. In this category, the National Fellowship for SC students contributed 240.00 crores in the year 2018 – 19. That is a higher amount because the numbers of beneficiaries were comparatively less compared to other schemes and there were 2000 recipients. At the same time National Fellowship for OBC students caters 1000 students per year and it had spent an amount of rupees 30.00 crores in the year 2018 – 19.

We make a glance of other important schemes and the amount spend for the year 2018-19, Pre – Matric Scholarship for SC students(IX and X) - 115.64 crores, Pre - Matric Scholarship for OBC students - 121.83 crores, Construction of Hostel for OBC Boys & Girls - 36.05 crores, Dr. Ambedkar Scheme of Post-Matric Scholarship for Economically Backward Classes (EBCs) - 23.00 crores and Dr. Ambedkar Scheme of Interest Subsidy on Educational Loans for Overseas Studies for Other Backward Classes (OBCs) and Economically Backward Classes (EBCs) – 10.00 crores. Apart from these schemes, various other departments are also providing commendable service for the educational progress of these vulnerable sections of the society. The central government constituted a specific department for the welfare of the Scheduled Caste and the

Backward Community and they spend a specific amount of money in the education of that specific category in each year. In 2018 – 19 the National SC Finance and Development Corporations spent 137.39 crores for the education of Scheduled Caste and National Backward Class Finance Development Corporation spent 100.00 crores in the same year.

III. Conclusion

Dr. B.R. Ambedkar was an eminent personality who realised the dream of equality by his contribution to the Indian Constitution. More than a jurist, lawyer, professor he was a reformer in the educational system. He wanted to make the contribution of education in real sense and that would be the one and foremost reason for the developments in the society. He suffered a lot to bring about a change in the way we see today especially in the field of education. Education is a pre-condition for the development of the society in a better way and considered it as the back bone of a nation for its progress. It facilitates the society to earn better standard of living by providing employment opportunities and many other facilities. It also helps us to teach moral values. Now a days there are a lot of programmes or schemes introduced by the government for educating the marginalised or excluded masses in the society. The government spends more on education by providing financial assistance to the vulnerable and marginalised sections of the society. The public spending on education have been increasing year by year and newer policies are introduced for adopting an inclusive development strategy. The data on increase in the enrolment of the marginalised section in educational institutions is a real example for it. But we cannot consider that India achieve equality in all matters at least even in the education sector. The reason is that a large number of cases are rising in the matter of denial of education to the lower classes in the society. In such a situation how can we say that our nation fully attains the vision of education of our great leaders or if we completely attain the benefits of educational progress? Even in this twenty first century a large number of cases have been reported against the inclusive education policies visualised by our great leaders like Dr. B. R. Ambdekar .The most disheartening aspect is that these issues arise from the leading educational institutions in India. The cases of RohitVemula, Fathima Latheef and like pointed out the problems that come as constraints to the education progress in India towards the goal of equal opportunities to all. These instances show one side of the picture and on the other side the govt policies ensure better education to the backward people in the remote and village areas in the country by including them in different schemes. Government tries to facilitate education to the most needy in the whole country by taking education as a fundamental right. In this regard we can say that we address Ambedkar's dream of education ensuring equal rights to all and we are in the path of fulfilling his dream. We can't claim that we have fulfilled it. What we can say is that we are on the path to materialize his dream of getting all the privileges to all sections of the people and we conclude with the greatest words of Ambedkar ie, Educate, agitate and organise a new world of equality.

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