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Sd/-

**(Dr. Jayashree Samantaray)**

Chief Editor

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## EDUCATIONAL PHILOSOPHY OF DR. BABASAHEB AMBEDKAR

Dr Jayashree Samantaray\*

**Abstract:** Philosophy of education is a careful, critical and systematic intellectual endeavour to see education as a whole and as an integral part of man's culture, the more precise meaning of the term varying with the systematic point of view of the stipulator or any Philosophy dealing with or applied to the process of public or private education and used as a basis for the general determination, interpretation and evaluation of educational problems having to do with objectives, practices, outcomes, child and social needs, materials of study Dr. Babasaheb Ambedkar, a Realist/Pragmatic rather than Idealist Idealism shifts the emphasis from the natural or scientific facts of life to the spiritual aspects of human experience. To the idealist, the reality is spiritual in nature rather than physical, mental rather than material. Ideas are eternal and unchanging. (Bhatia, K. K. & Narang, C. L.; 1986:94) Prof. Arnold Reid regards, pragmatism as activity engagement, commitment and encounter. Pragmatism is based on the concept of practice or workability of an idea or theory. It further believes that man is primarily an active being, growing, animated, mobile being who must first live life and only secondly speculate it. Thus, pragmatism sees throughout as intrinsically connected with action. The value of an idea is measured by the consequences produced when it is translated into action. The present chapter deals with the philosophy of Education. Dr. Babasaheb Ambedkar's Educational philosophy is reflected in his Educational thoughts.

## INTRODUCTION

The term philosophy is derived from the Greek words 'philo which means 'love' and 'sophia' which means 'Wisdom'. Philosophy thus means 'Love of wisdom' (Bhatia and Bhatia, 2000:3) Philosophy of education is a careful, critical and systematic intellectual endeavour to see education as a whole and as an integral part of man's culture, the more precise meaning of the term varying with the systematic point of view of the stipulator or any Philosophy dealing with or applied to the process of public or private education and used as a basis for the general determination, interpretation and evaluation of educational problems having to do with objectives, practices, outcomes, child and social needs, materials of study and all other aspects of the field (Good, C.v., 1959:395)

The present chapter deals with the philosophy of Education. Dr. Babasaheb Ambedkar's Educational philosophy is reflected in his Educational thoughts. An apt way of introducing the educational thoughts of Dr. Babasaheb Ambedkar would be reiterating/recalling his welcome speech at Milind Mahavidyalaya thus pointing out the value of education in the following words:

"Coming as I do from the lowest order of the Hindu Society, I know that what is the value of education. The problem of raising the lower order deemed to be economic. This is a great mistake. The problem of raising the lower order in India is not to feed them, to clothe them and to make them serve the higher classes as the ancient ideal of this country. The problem of the lower order is to remove from them that inferiority complex which has stunted their growth and made them slaves to others, to create in them the consciousness of the significance of their lives for themselves and for the country, of which they have been cruelly robbed of the existing social order.

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