

DR. BABASAHEB AMBEDKAR CHAIR

(Dr. Ambedkar Foundation, Ministry of Social Justice &
Empowerment, New Delhi)
Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur

Annual Report 2024-25

1. Research Work by Chair Professor:

Completed research project

In 2023-24, Dr. Avinash Digambar Fulzele, Professor of the Dr. Ambedkar Chair at RTM Nagpur University, undertook an extensive research project titled "The Ambedkar Movement for Land Distribution to Scheduled Castes." This project was written, completed in Marathi, and presented to the Dr. Ambedkar Foundation and the RTM, Nagpur University. On December 18, 2024, a soft copy of the research project was sent to the Honorable Registrar and Honorable Director of the Dr. Ambedkar Foundation, New Delhi via email. Additionally, a hard copy was sent by speed post from the Dr. Ambedkar Chair Department.

The research project will be published after it has been translated into Hindi and English. The Marathi version's publication process is underway, and it is expected to be released in book form in 2025-26

Ongoing Research Project

Sr. No.	Name of the Research Work/Project	Name of the person in charge	Whether Long-term/Short-term	Remarks
1	Present Ambedkarite Political Movements in Maharashtra – Their ideology, policies, and activities	Dr Avinash Digambar Fulzele	Long Term	will be submitted in 2025

Chapter I: Political Ideology of Dr Babasaheb Ambedkar

Chapter II: Independent Labor Party - Formation, Policy and Activities.

Chapter III: Scheduled Caste Federation- Establishment, Policy and Activities

Chapter IV: Republican Party of India- Formation, Policy and Activities

Chapter V: Existing Ambedkarist Political Parties and Their Critical Analysis

Chapter VI: Conclusion

The project consists of Six Chapters. The Data collection has been completed, and I am taking notes chapter by chapter. It will be completed early, after which the research chapters will be reviewed and checked for grammar, and the manuscript will be submitted in 2025.

2. Field-based research through PG and Ph.D. students

Sr. No.	Name of the Research Study	Name of the Student/ Scholar	Whether long-term or short-term Work /Project	Name of the Supervisor	Remarks
1.	A study of the socio-economic and psychological conditions of people living in slums (With Special Reference to Nagpur City)	Students are assigned to a research study	Long Term Project	Dr. Avinash Fulzele	will be submitted in 2025

Chapter 1 : Database methodology

Chapter 2 : Demographic Profile of slums dwellers in Nagpur

Chapter 3 : Population Characteristics

Chapter 4 : Economic conditions

Chapter 5 : Living conditions

Chapter 6 : Social Conditions

Chapter 7 : Psychological Conditions

Chapter 8 : Problems in the Slums of Nagpur city on the analysis.

Chapter 9 : Policies, Intervention Strategies and Recommendations.
After the study, analysis and research

Chapter 10 : Conclusion

In this project, we collaborated with Dr. Yashpal Jogdand from IIT Delhi, who contributed his expertise in psychology. The project consists of ten chapters. The questionnaire has been prepared, approximately 2,000 sample units have been

collected, and I am conducting data analysis chapter by chapter. The project will be completed soon, after which the research chapters will be reviewed for grammar and finalized before the manuscript is submitted in 2025.

Symposium

21.12.2024- One Day Symposium on 'Dr. Ambedkar's Thoughts on Economic Development



The Dr. Ambedkar Chair and Department of Dr. Ambedkar Thought at Rashtrasant Tukadoji Maharaj Nagpur University organised a one-day symposium on Dr. Ambedkar's Thoughts on economic development. The symposium was conducted in four sessions.

Dr. Prashant Kadu, Dean of the Interdisciplinary Department at Rashtrasant Tukadoji Maharaj Nagpur University, served as the keynote speaker and inaugurated the first session. He discussed the **"River Linking Project and Its Significance,"** particularly in the context of the ongoing global climate crisis. He emphasized the necessity of implementing the river-linking project proposed by Dr. Ambedkar and elaborated on his water policies, highlighting the economic importance of the agricultural sector and irrigation.

In the first session, Dr. Yugul Rayalu explored the foundations of Indian economic policy through the lens of Dr. Ambedkar's ideas. He argued that a planned economy should prioritize heavy industries to generate decent employment opportunities

Dr. Sandeep Tundurwar, Head of the Political Science Department at Binzani College, Nagpur, led the second session. He discussed the planning and implementation of poverty alleviation strategies, arguing that the government should prioritize agriculture-based industries. He highlighted the paradox of extremely wealthy individuals declaring bankruptcy and being classified as "poor," while those living below the poverty line often fail to benefit from government schemes. He

emphasized the need to follow the criteria set by Dr. Babasaheb Ambedkar for effectively eradicating poverty.

Dr. Vikas Jambhulkar, Associate Professor and Head of the Department of Political Science at Nagpur University, served as the chief guide for the third session. He explored the political aspects of economic development, emphasizing the interconnection between political science and economics. Additionally, he highlighted Dr. Ambedkar's book *State and Minorities*.

The concluding session, led by Dr. Srinivas Khandewale, focused on Dr. Ambedkar's economic perspectives on colonialism, World War II, and financial conditions. He also examined the roles of both Indian and foreign currencies.

Dr. Avinash Fulzele, Head of the Dr. Ambedkar Chair and Department of Dr. Ambedkar Thought, presided over the program. The seminar featured an engaging question-and-answer session, where students and staff discussed various topics. It concluded on a positive note. Notable attendees included Dr. Mohan Wankhade, Dr. Ramesh Shambharkar, Dr. Saroj Dange, Dr. Prakash Rathod, Prof. Mangesh Junghare, along with other non-teaching staff.



Participants-100 Students, Professors, Research Scholars& Social Activists attending the program

3. Organization of Seminars, Workshops, and Celebrations of the birthdays of Dr. Ambedkar and the other Saints, etc.

➤ 14.04.2024- Birth Anniversary of Dr. Babasaheb Ambedkar



Dr. Trilok Hazare, retired chief scientist of the National Bureau of Sociology Survey in Nagpur, delivered a lecture on the contribution of Dr. Babasaheb Ambedkar to nation-building.

Dr. Babasaheb Ambedkar brought the world's biggest revolution without shedding a single drop of blood. He gave the Constitution its basis in equality, freedom, fraternity, and justice. He gave everyone the right to vote. Earlier, kings were believed to be born from the queen's belt. However, due to the right to vote given by Babasaheb, kings are now being elected from the ballot box. Dr. Ambedkar believed that a nation cannot develop without the development of the individual. His steps towards nation-building began during his student days. Dr. Trilok Hazare, a retired chief scientist at the National Bureau of Sociology Survey, Nagpur, made this statement. On Sunday, the Studies and Ideology Department of Nagpur University organised a lecture on the contribution of Dr. Babasaheb Ambedkar to nation-building. The Head of the Department, Dr. Avinash Fulzele, presided over the program. Dr. Trilok Hazare, while discussing the changes that occurred in India from the Mughal Empire to the arrival of the British, stated that before the arrival of the British, there was no concept of a nation. After their arrival, they began to bring together various states and institutions. They promoted the Industrial Revolution. After the arrival of the British, many small movements started. In such a situation, two classes emerged. One was the rising class, and the other was the sinking class. The rising class wanted

equality, freedom and justice. In such a situation, three types of nationalism emerged: Indian nationalism, Muslim nationalism and Hindu nationalism. Babasaheb was very concerned about this. But Babasaheb gave the world a strong democracy by preparing a constitution based on equality, freedom, justice and fraternity. We must decide whether to go towards the sinking or rising classes. Dr. Avinash Fulzele delivered the presidential address.

➤ 23.05.2024- Celebrated Buddha Jayanti



➤ 06.12.2024 - Guest Lecture on Mahaparinirvana Din



Chief Speaker Dr. Vidya Chourpagar delivered a lecture on Mahaparinirvan Din.

During a lecture at Nagpur University, Dr. Vidya Chourpagar highlighted that Dr. Ambedkar was the only minister to resign from his position as Minister for Women's Rights. He recognized how the caste system marginalized women laborers and took significant legal steps to address these injustices during his tenure as Labor Minister. He implemented laws on maternity leave and working hours and introduced the Hindu Code Bill to safeguard women's rights. His resignation, prompted by the bill's failure to pass, underscored his unwavering commitment as a feminist thinker.

On December 6, 2024, a lecture on "Feminist Ambedkarism" shed light on Dr. Ambedkar's advocacy for women's rights, including the provisions outlined in the manifesto of the Independent Labour Party. In his address, Dr. Avinash Fulzele emphasized that while established women's organizations often focus primarily on gender issues, Dalit women advocate for rights that span across all societal layers. Ambedkar's feminist approach was evident in his initiatives, such as organizing separate conferences for women and establishing a women's contingent within the Samata Sainik Dal.

Sapna Rawale moderated the program, while Ashok Jamgade delivered the vote of thanks. The event was attended by Dr. Mohan Wankhade, Dr. Ramesh Shambharkar, Dr. Subhash Nagarle, Prof. Pramod Chimurkar, Prof. Mangesh Junghare, Prof. Preeti Wankhede, along with non-teaching staff and a large number of students.

➤ **One Day Conference was organized to commemorate the establishment of the Bahishkrit Hitkarini Sabha on July 20, 1924**

Dr. Madhukar Kasare emphasized that the work carried out by Dr. Babasaheb Ambedkar through the Bahishkrit Hitkarini Sabha holds historical significance, reflecting his immense responsibility in these efforts. Despite facing criticism, Babasaheb remained steadfast, asserting that no amount of opposition would deter him from his mission to uplift society. Even after 100 years, the relevance and impact of the Sabha's work continue to endure.

On July 20, 1924, Dr. B.R. Ambedkar founded the Bahishkrit Hitakarini Sabha, which marked its centenary on July 20, 2024. To commemorate this occasion, the Department of Dr. Babasaheb Ambedkar Thought at Nagpur University organized a one-day conference. The event was inaugurated by Dr. Madhukar Kasare, former

Head of the Department of Economics at Yashwant College, Wardha, with Dr. Avinash Fulzele, Head of the Department, presiding.

During his address, Dr. Kasare highlighted that the Bahishkrit Hitakarini Sabha was the first social organization established by Dr. Ambedkar. Through this platform, he advocated the principles of *Teach, Agitate, and Organize*, emphasizing the importance of education in the upliftment of marginalized communities. Recognizing the barriers to education for students from untouchable communities, Dr. Ambedkar initiated hostels across Maharashtra, established libraries, and created public awareness about education. He also played a pioneering role in founding industrial and agricultural schools.

Furthermore, through the Sabha, Dr. Ambedkar collaborated with eminent figures such as Sir Chimanlal Setalvad, Dr. Paranjape, and B.G. Kher. Since mainstream newspapers neglected Dalit issues, he launched *Bahishkrit Bharat Weekly* to ensure that the voices of the oppressed were heard and their concerns addressed.

The meditation process began in Damodar Hall and continued until 1956, with the significance of Dr. Ambedkar's works enduring to this day. The Bahishkrit Hitakarini Sabha served as a vital medium for reaching the general public, especially during his presidential addresses. Through this platform, Babasaheb articulated his thoughts, which played a crucial role in earning him widespread social recognition. Kiran Umre moderated the program, while Dilip Kumar Lehgaonkar delivered the vote of thanks.

In the first session, keynote speaker Prof. Ashok Godghate discussed how slavery in India appears to be deeply rooted in the religious system. He emphasized that the Constitution abolished inequality and upheld human values, ensuring fundamental human rights. Ashok Jamgade moderated the session, while Ramesh Gajbhiye delivered the vote of thanks.

The second session featured senior journalist Milind Kirti as the speaker, while Dr. Sanjay Shende and Dr. Siddharth Gaikwad led the discussions in the third and fourth sessions, respectively.





Dr. Ambedkar Foundation

An autonomous body under the ministry of social justice & empowerment

Dr. Babasaheb Ambedkar Chair in Dalit History



Rashtrasant Tukadoji Maharaj
Nagpur University, Nagpur

Conference on

**'A Centenary of Bahishkrut Hitakarini Sabha
Established 20th July 1924'**

'Dr. Babasaheb Ambedkar's First Institution
for Social Transformation : Bahishkrut Hitakarini Sabha
and Its Significance in the Present Context'

Date & Time : Friday, 20th September 2024 at 10.00 A.M.
Venue : Dr. Ambedkar Thought Department Hall, 1st Floor

Schedule

Inaugural Session

09.00 A.M. to 10.00 A.M.

Registration

10.00 A.M. to 10.10 A.M.

Welcome of the guest & background
of the event

Dr. Avinash Fulzele

Professor & Head,
Dr. Babasaheb Ambedkar Chair in Dalit History

Inaugural Speech

10.10 A.M. to 11.15 A.M.

Dr. Madhukar Kasare

Ex-Head of Economics, Yashwant College, Wardha

Presidential Address

11.15 A.M. to 11.30 A.M.

Dr. Prashant Bokare

Hon'ble Vice Chancellor R.T.M.N.U., Nagpur

11.30 A.M. to 11.35 A.M.

Vote of Thanks

First Session 11.45 A.M. to 12.45 P.M.

Topic : Bahishkrut Hitakarini Sabha & The Struggle for Civil Rights

Speaker

Prof. Ashok Godghate

Second Session 12.45 P.M. to 01.45 P.M.

Topic: Bahishkrut Hitakarini Sabha:
The Establishment & Impact of the "Bahishkrut Bharat" Newspaper

Speaker

Mr. Milind Kirti • Mr. Kewal Jiwantare

Lunch Break : 01.45 P.M. to 02.45 P.M.

Third Session 03.00 P.M. to 04.00 P.M.

Topic: Bahishkrut Hitakarini Sabha:
Work on the Establishment of Hostels, Libraries & Schools

Speaker

Dr. Siddharth Gaikwad • Dr. Ajay Choudhary

Fourth Session 04.00 P.M. to 05.00 P.M. Valedictory Session

Topic: A Historical Study of Bahishkrut Hitakarini Sabha
What Lessons Do We Learn ?

Speaker

Dr. Sanjay Shende • Dr. Gautam Kamble

Guest of Honour

Dr. Raju Hiwase

Hon'ble Registrar R.T.M.N.U., Nagpur

Vote of Thanks

4. Lectures, including Dr. Ambedkar Memorial Lecture, etc.



Speaker: Dr. Yashpal Jogdand
Date: 23.09.2024

Dr. Yashpal Jogdand, Associate Professor at the Department of Anthropology and Social Sciences, Indian Institute of Technology, IIT Delhi, delivered a lecture on the Psychology of caste and Untouchability at the Dr. Babasaheb Ambedkar Chair, organized by Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur. He emphasized the lack of study on caste and class

psychology in the country, despite attempts by new scholars in Indian psychology over the last 25-30 years. Dr. Jogdand highlighted the impact of caste mentality on one's mental and physical health, stressing the need to avoid discriminatory behavior and promote harmony. He suggested that psychology can play a significant role in eradicating caste, drawing from Dr. Babasaheb Ambedkar's psychological perspective on untouchability and his proposed measures for caste eradication.

Caste is a distorted mentality that affects both the follower and the sufferer. A person's behavior is closely related to their mentality, which is rooted in psychology. People observe caste due to the influence of religious texts. It is important to address and improve this issue. Professor Dr. Avinash Fulzele, the head of the Dr. Babasaheb Ambedkar Chair, expressed this opinion in his presidential address. Milind Valde conducted the program, and Dilip Kumar Lehgaonkar introduced the guests. Professor Dr Mohan Wankhade proposed the program, and Ramesh Gajbhiye expressed gratitude for the event. The program took place at the Rashtrasant Tukadoji Maharaj Nagpur University Convocation Hall on Monday, 23 September 2024, at 5:00 p.m.








Dr. Ambedkar Foundation
An autonomous body under the ministry of social justice & empowerment

डॉ. बाबासाहेब आंबेडकर अध्यासन
राष्ट्रसंत तुकडोजी महाराज नागपूर विद्यापीठ, नागपूर

डॉ. बाबासाहेब आंबेडकर
स्मृती व्याख्यानमाला

विषय : जाती आणि अस्पृश्यतेचे मानसशास्त्र

सोमवार, दिनांक २३ सप्टेंबर २०२४ रोजी सायंकाळी ५ वाजता
स्थळ : विद्यापीठ दीक्षांत सभागृह, महाराजबाग समोर, अमरावती रोड,
राष्ट्रसंत तुकडोजी महाराज नागपूर विद्यापीठ, नागपूर

व्याख्याते
मा. डॉ. यशपाल जोगदंड
सहयोगी प्राध्यापक, मानव्यशास्त्र आणि समाज विज्ञान विभाग,
भारतीय प्रायोगिकी संस्थान, (आईआईटी), दिल्ली
व्हिजिटिंग फॅकल्टी : युनिव्हर्सिटी ऑफ किल,
युनायटेड किंगडम, ओरेंबो युनिव्हर्सिटी स्वीडन,
लॉड युनिव्हर्सिटी स्वीडन

अध्यक्ष
मा. डॉ. प्रशान्त बोकारे
प्रभारी-कुलगुरू
राष्ट्रसंत तुकडोजी महाराज नागपूर विद्यापीठ, नागपूर

विशेष उपस्थिती
मा. डॉ. संजय दुधे
प्र-कुलगुरू
राष्ट्रसंत तुकडोजी महाराज नागपूर विद्यापीठ, नागपूर

प्रमुख उपस्थिती
मा. डॉ. राजू हिवसे
कुलसचिव
राष्ट्रसंत तुकडोजी महाराज नागपूर विद्यापीठ, नागपूर

विनिता
डॉ. अविनाश फुलझेले
प्राध्यापक व विभागप्रमुख
डॉ. बाबासाहेब आंबेडकर अध्यासन
राष्ट्रसंत तुकडोजी महाराज नागपूर विद्यापीठ, नागपूर

The historical relationship between the African-American community and oppression on the Indian subcontinent.

Dr. Kevin Brown, a professor at the South Carolina School of Law, stated that just as racism exists in India, there is also a racial divide and elements of apartheid in America. The conflicts between black and white communities in the United States, as well as the struggles over communalism in India, share many similarities.



Speaker: Dr. Kevin Brown
Date: 13.10.2024

In both contexts, black individuals face harassment, particularly in the job market. Additionally, along with issues of racism and colorism, there is an increasing prevalence of casteism in America.

Castes have begun to assert their dominance, reminiscent of the situation in India. Consequently, there is a growing demand for legislation against racism in the United States. If such issues are not addressed through the law, they will likely escalate.

Recently, a bill was passed in California to ban caste discrimination; however, the Governor has not yet given his consent. Advocates have been actively pressuring the Governor, arguing that those who uphold caste-based discrimination should not be permitted to reside there. As a result, the bill remains pending without the Governor's approval.

As part of the Dr. Babasaheb Ambedkar Memorial Lecture Series, a talk was organized on the historical relationship between the African-American community and oppression in the Indian subcontinent. The event was hosted by the Dr. Babasaheb Ambedkar Chair within the Department of Social Justice, an autonomous body of the Dr. Babasaheb Ambedkar Foundation.

Dr. Avinash Fulzele, Chair Professor and Head of the Dr. Ambedkar Thought Department, presided over the event. Dr. Kevin Brown illustrated the parallels between the struggles of Indians and African Americans throughout history. He drew connections between Dr. Babasaheb Ambedkar's advocacy against untouchability at

the Round Table Conference and the ongoing fight for civil rights among Black communities in America.

Dr. Fulzele highlighted how Dr. Ambedkar raised the issue of Dalits at the Round Table Conference, which sparked global awareness. Black leaders also drew upon these struggles for their own movements. The Pune Pact represented Dr. Ambedkar's significant victory against untouchability, as it was the first time the country acknowledged untouchability as a disgrace and a crime. Following this recognition, untouchables were granted separate rights. Dr. Ambedkar also corresponded with Dr. W.E.B. Du Bois, a prominent black leader in America, to learn more about these issues. The program was proposed by Dr. Gautam Kamble and conducted by Vijay Badodekar, while Milind Walde delivered the vote of thanks.



5. Publication of Books/Articles/Journals/other scholarly materials (electronic and hardcopy)

Sr. No.	Title of the Article/Abstract	Name of the Author's	Name of Publisher, Year and Month of Publication
1.	Babasaheb Ambedkar's Idea on education and role in addressing barriers to the Education of marginalized communities: Review and relevance	Dr Avinash Digambar Fulzele Dr. Vidhya Chourpagar	Under publication
2.	Ambedkarite Satyagraha for the Landless in Punjab and Land	Dr Avinash Digambar Fulzele	Under publication

6. Awareness/Extension/Training/Teaching Programme (s)

Contributions of Dhor-Chambhar women to the Ambedkarite movement.



Speaker: Dr. Sunita Savarkar
Date: 29.01.2024

During a discussion on the contributions of Dhor-Chambhar women to the Ambedkari movement, Dr. Sunita Savarkar emphasized the importance of addressing issues that unite the community. She pointed out that consent between two individuals does not always have to be strictly equal, highlighting the need for a nuanced societal understanding. Dr. Savarkar further stated that while a society aware of its history can be a source of

inspiration, the Dhor-Chambhar community remains largely unaware of its own historical legacy, which is crucial to their identity.

The lecture, "*Participation of Dhor-Chambhar Women in the Ambedkari Movement and Current Status*," was organized by the Dr. Babasaheb Ambedkar Chair and Thought Department at Nagpur University. Dr. Sunita Savarkar, Assistant Professor in the History Department at Dr. Babasaheb Ambedkar Marathwada University, served as the keynote speaker. The event was presided over by Dr. Avinash Fulzele, Head of the Dr. Ambedkar Chair and Thought Department.

While discussing the contributions of Dhor-Chambhar women to the Ambedkari movement, Dr. Savarkar emphasized their significant historical participation. She highlighted Gunabai Gadekar (Waghmare) from the Chambhar community, who served as the chairperson of the *Mahila Parishad* convened by Dr. Babasaheb Ambedkar in Nagpur. Despite societal limitations, Gunabai defied the odds and emerged as a leader in the movement.

Dr. Savarkar also mentioned Savitribai Borade from the Dhor community, who played a supportive role in the struggle. Alongside them, Venubai from the Shivtarkar

family contributed to the movement. The efforts of these women are documented in *Bahishkrit Bharat* and *Janata* newspaper, underscoring their crucial role in the fight for social justice.

Dr. Ambedkar initiated *Sahabhojan* as a means to challenge caste barriers. During a dinner held at Shivtarkar's house, tensions escalated when a meeting was convened outside to boycott Shivtarkar due to caste discrimination. In a remarkable act of dedication, Anusaya Shivtarkar even pledged her jewelry to support the Ambedkari movement. When Babasaheb learned of this, he personally intervened, providing financial assistance to help her recover her pledged ornaments.

Additionally, P. N. Rajbhoj's wife, Rukmini, and daughter, Shantabai Rajbhoj, played key roles in the movement, with Shantabai even enduring jail time for the cause. Before formally embracing Buddhism, Babasaheb honored the Rajbhoj family by naming one of their sons according to Buddhist tradition.

The contributions of Ramratan Janorkar's family were also significant in advancing the movement. Furthermore, the relationship between Ramabai Ambedkar and the women of Belgaum's Chambhar community was particularly unique—despite language barriers, they forged a deep connection through their shared ideological beliefs and commitment to social justice.

Dr. Savarkar highlighted the significant contributions of women to the Dalit Panther movement while also pointing out the lack of documentation of their efforts. She noted that while activism was once vibrant, there is now a growing sense of disconnection. The community has struggled to maintain unity, and the ongoing challenge of acceptance from other communities has continued to impact families and society as a whole. To foster unity, Dr. Avinash Fulzele, the program's president, addressed the historical efforts to divide the Mahar, Dhor, and Chambhar communities—a struggle that continues to this day. Smita Shende officiated the event, while Bhimrao Phuse delivered the vote of thanks.



On subject of *Contributions of Dhor-Chambhar women to the Ambedkari movement* Lecture was delivered by Dr. Sunita Savarkar

Importance of the Poona Pact



Speaker: Dr. C. D. Naik

Date: 29.01.2024

Dr. C. D. Naik, former Vice-Chancellor of Dr. Babasaheb Ambedkar University, Mahu, Madhya Pradesh, described the Pune Pact as a significant milestone in the progress of the country. He emphasized that the agreement, signed between Dr. Babasaheb Ambedkar and Mahatma Gandhi, played a crucial role in addressing the conflicting interests of two communities in India, shaping the course of social and political reform.

Dr. Naik highlighted the moral responsibility placed on both societies and its impact on the development process and the implementation of the Constitution.

The event, organized by the Dr. Babasaheb Ambedkar Chair and the Dr. Ambedkar Thought Department, was presided over by Professor Dr. Avinash Fulzele. Despite the concise nature of the *Pune Pact*, he emphasized its nationwide significance and the need to promote and disseminate its analysis throughout the country.

The speakers highlighted the continued relevance of the *Pune Pact* in eradicating inequality and fostering unity within Indian society. They stressed the importance of ensuring that future generations recognize and understand its impact.

The success of the program was attributed to the dedicated efforts of the faculty and students of the Ambedkar Ideology Department. The event was moderated by Bhimrao Phuse, while Vandana Burdkar delivered the vote of thanks.



75th Indian Constitution Day Celebration

On the occasion of the 75th Constitution Day, the Ambedkar Chair and the Department of Dr. Ambedkar Thought at Nagpur University organized a lecture by Dr. Anil Bankar. In his address, he emphasized the importance of embedding Indian constitutional values in the minds of citizens.



Speaker: Dr. Anil Bankar

Date: 26.11.2024

Dr. Bankar pointed out that while India's social structure has evolved significantly, the Constitution has remained unchanged, despite the country's diverse religious beliefs. This, he argued, highlights the careful crafting of India's constitutional framework, in contrast to nations with a single dominant religion, where constitutions have undergone modifications. He posed a thought-provoking question: *Can a country thrive as a monotheistic nation?* Echoing Dr. Ambedkar's views, he asserted that there is no guarantee of survival for such a nation.

He stressed the urgent need to integrate constitutionalism into contemporary society. He explained that constitutionalism entails adherence to limits, values, ideals, ethics,

and duties, ensuring their implementation as envisioned by the Constitution. He underscored the importance of fostering this constitutional consciousness among citizens.

Reflecting on ancient India, Dr. Bankar noted that parliamentary democracy has its roots in Indian traditions. He emphasized that democracy can only flourish when secularism is upheld alongside equality; otherwise, excessive religiosity and authoritarianism could lead to anarchy. He illustrated his argument by citing examples of the country's deteriorating socio-political conditions.

Dr. Bankar also compared the Indian Constitution with that of the United States, highlighting that while the U.S. Constitution was drafted over a shorter deliberation period, India's Constitution was formulated after studying over 60 countries' constitutions to ensure its compatibility with Indian society. He noted that while the U.S. Constitution does not explicitly guarantee equality, the Indian Constitution has prioritized the rights of women, Dalits, and marginalized communities from its inception.

He further emphasized that while the U.S. took over 235 years to allow women into positions of power, India—within just 75 years—has had women serve as President and Prime Minister, showcasing the strength and progressiveness of the Indian Constitution.

The lecture was chaired by Dr. Avinash Fulzele, Professor and Head of the Department, who reiterated the importance of equality, freedom, and fraternity as outlined in the Constitution. He emphasized that fostering a sense of brotherhood would help protect and sustain these core values.

Mr. Bhimrao Phuse moderated the program, while Mr. Dilip Kumar Lehagaonkar delivered the vote of thanks. The event drew the participation of numerous students and faculty members, including Dr. Ramesh Shambharkar, Dr. Subhash Nagarle, Prof. Mangesh Junghare, Prof. Preeti Wankhede, Prof. Pramod Chimurkar, and Dr. Prakash Rathod, as well as non-teaching staff.



Clippings from newspapers

Constitution awareness campaigning

National Institute Of Social Work on 07, October 2024

A lecture on "Present-Day India and the Indian Constitution" was organized on October 7, 2024, at 2:00 PM at Shri Bhaiyyaji Pandharipande National Institute of Social Work, Hanuman Nagar, Nagpur. The event was held in association with the Dr. Babasaheb Ambedkar Chair and took place in the presence of Prof. Dr. Manohar Naik, Principal of Arunrao Kalode College, Nagpur.

The program was presided over by Dr. Sunil Kodape, the in-charge principal of the college, with Prof. Dr. Manohar Naik as the chief guest. The event was coordinated by Dr. Rekha Jagnale, Head of the Marathi Department, and Dr. Pawan Yewatkar, Head of the Psychology Department, who were also present on the podium. The program concluded in the presence of these distinguished dignitaries.

The program began with the garlanding of the portraits of Mahamanav Dr. Babasaheb Ambedkar and Rashtrasant Tukadoji Maharaj. Following this, Dr. Sunil Kodape, the in-charge principal of the college, welcomed the chief guests with a floral wreath. Additionally, the program's president was honored with a welcome speech. All teachers, non-teaching staff, and students present in the hall were also greeted with a welcome address.

On this occasion, Professor Naik emphasized that the Indian Constitution is the foundation of the country's sustainable development, holding India together in its diversity while guaranteeing equal rights and justice to every citizen. He further stated that in today's dynamic and rapidly evolving world, the Constitution must remain flexible and open to reforms to meet the demands of the modern era. He reassured the audience that India's bright future depends on upholding constitutional principles and stressed the need to bring constitutional awareness to every doorstep.

The program's chairman, Dr. Sunil Kodape, the in-charge principal of the college, delivered a thought-provoking presidential speech. He highlighted the rights and duties granted by the Constitution and underscored the importance of integrating its values into daily life.

The event was successfully coordinated by Dr. Pawan Yewatkar, who also delivered the vote of thanks. A large number of faculty, staff, and students attended the program.



NASHA MukT BHARAT ABHIYAN



Ministry of Social Justice
and Empowerment
Government of India



Nasha MukT Bharat
Abhiyaan

NASHA MukT BHARAT ABHIYAAN

organises

PLEDGE AGAINST DRUG ABUSE

The Department of Social Justice and Empowerment being the nodal agency for drug demand reduction launched the flagship mass awareness campaign 'Nasha MukT Bharat Abhiyaan' (NMBA) on 15th August 2020 which is now expanded to all the districts of the country. The abhiyaan was launched with the vision to sensitize and provide preventive education to the masses with a special focus on children, youth, women and educational institutions. Till date, NMBA has reached out to 11.26+ crore people including 3.55+ crore youth, 2.35+ crore women, 3.40+ lakh educational institutions and 9000+ master volunteers through 3.93 lakh activities conducted at various levels across the country. The Hon'ble Prime Minister in his 'Mann ki Baat' address in July 2023 placed a significant emphasis on the efforts being undertaken by all the stakeholders of NMBA.

As we approach the 78th Independence Day, Nasha MukT Bharat Abhiyaan is entering its 5th year since the launch. The theme for this year's NMBA celebration is: '**Viksit Bharat ka Mantra, Bharat ho Nashe se Swatantra**'. On this occasion, Hon'ble Minister for Social Justice & Empowerment, Dr. Virendra Kumar, is conducting a mass **Pledge against Drug Abuse (Annexure I)** in the campus of Modern High School, Barakhamba Road, New Delhi on **12 August 2024, at 9AM**. At the same time, lakhs of participants from all the educational institutions, states/districts and public institutions would be taking the pledge in their respective locations across the country.

In view of this, you are requested to:

1. Ensure that all students, faculty, and all colleges/educational institutions take pledge on 12 August 2024.
2. Share the data of the activities conducted may be shared by the nodal officers in the prescribed format (**Attached as Annexure II**) on nmba-dosje@gov.in by 15th August 2024. Mr Rajeew Kumar, Under Secretary (9013781699) may be contacted in case of any clarifications.

You are also requested to kindly increase and intensify the efforts to further enhance the impact of this programme and NMBA

You can join the programme by scanning the QR or clicking on following link:

<https://nisd1.webex.com/nisd1/j.php?MTID=med2028b1bf6809b256ec1d5edae668a0>



Celebrate Swachh Bharat Day with the Theme "Behavioral Cleanliness - Cultural Cleanliness"

On September 19, 2024 Dr. Ambedkar Chair Hosts Virtual Meeting for "Swachhata Hi Seva" Initiative. The meeting was chaired by the MS, DAF, in the presence of the Director, DAF.

This year marks the 10th anniversary of the Swachh Bharat Mission. To commemorate this milestone, the "Swachhata Hi Seva - 2024" campaign is being observed from September 14 to October 1, 2024, under the theme "Behavioral Cleanliness - Cultural Cleanliness."

As part of this initiative, the Dr. Babasaheb Ambedkar Chair at Rashtrasant Tukadoji Maharaj Nagpur University has organized a special program on October 1, 2024, at 9:00 AM at the department. The event will feature:

1. **Swachhata Pledge** – Encouraging participation in cleanliness initiatives.
2. **Tree Plantation Drive** – Promoting environmental sustainability.
3. **Felicitation of Sanitation Workers** – Honouring their contributions to cleanliness.

Students, professors, and citizens are cordially invited to participate in this event and contribute to the success of this campaign by embracing it as a people's movement.

आज स्वभाव स्वच्छता संस्कार स्वच्छता अभियान

नागपुर | राष्ट्रसंत तुकडोजी महाराज
नागपुर विद्यापीठ के डॉ. बाबासाहेब
आंबेडकर अध्यासन व विचारधारा
विभाग द्वारा मंगलवार 1 अक्टूबर
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अभियान का आयोजन किया गया
है। अभियान अंतर्गत 'स्वच्छता
की भागीदार' के लिये प्रतिज्ञा,
पौधारोपण और विभाग में कार्यरत
सफाई कर्मचारी वर्ग को सम्मानित
किया जाएगा। विभाग प्रमुख डॉ.
अविनाश फुलझेले ने अभियान को
सफल बनाने जनांदोलन की भावना
से प्रेरित होकर छात्रों, प्रोफेसरों और
नागरिकों को विभाग द्वारा आयोजित
कार्यक्रम में सम्मिलित होने का
आवाहन किया है।

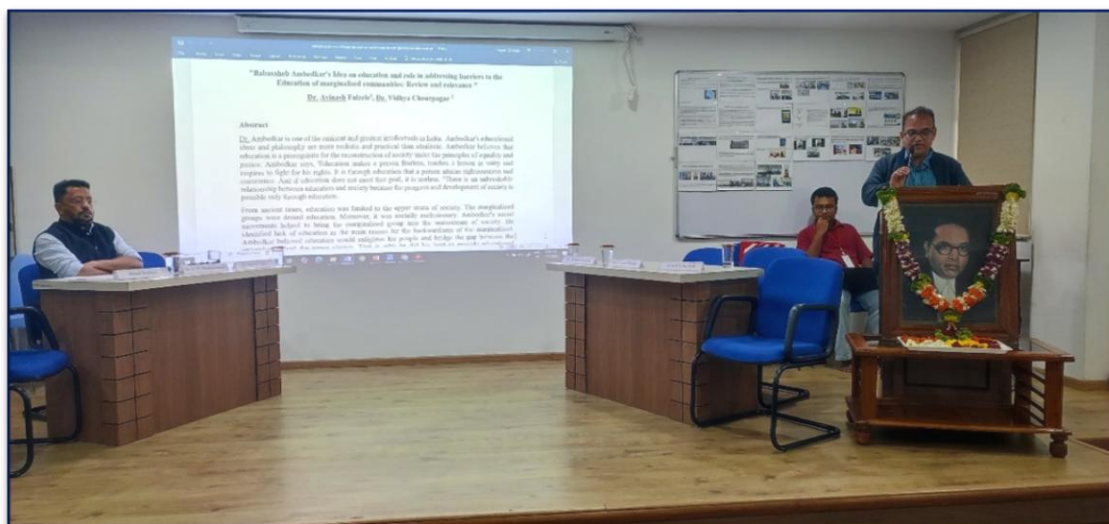
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7. Participation in Seminar (s)/Conference(s)/Meetings of the Chair Professor and his/her staff

Paper Presentation at Symbiosis University, Pune.

Sr. No	Name of the Participant	Title of the Paper	Author's name	Name of the Conference
1.	Dr Avinash Fulzele	Babasaheb Ambedkar's Idea on education and role in addressing barriers to the Education of marginalized communities: Review and relevance	Dr Avinash Fulzele Ms. Vidya Chourpagar	National Conference on Reimagining Educational Equality: Contemporary Applications of Dr. Ambedkar's Educational Philosophy, held on January 23rd and 24th, 2025 at Dr Ambedkar Chair, Symbiosis University, Pune.



Paper Presented by Dr. Avinash Fulzele

8. Purchase of Books/Journals/Resource Materials/Research and Teaching aids/software

Sr. No.	Number of Books/Journals/Resource Materials
1.	72

The Dr. Babasaheb Ambedkar Chair purchased Seventy-Two books this year on Dr. Ambedkar's philosophy, Buddhism and issues related to Scheduled Castes and Tribes.

9. Dialogues On the occasion of the 98th Mahad Satyagraha Memorial Day



Speaker: Dr. Bhimrao Gote
Date: 20.03.2025

On the occasion of the 98th Mahad Satyagraha Memorial Day, Dr. Bhimrao Gote, former professor of the Postgraduate Education Department, reflected on Dr. Babasaheb Ambedkar's historic Mahad Satyagraha and its relevance to the present-day social landscape. He revisited the movement's significance in the fight for equality and dignity, drawing connections between past struggles and contemporary challenges.

On the occasion of the 98th anniversary of the Mahad Satyagraha, the Department of Dr. Babasaheb Ambedkar Studies and Ideology at Nagpur University organized a lecture titled "Mahad Satyagraha: A Symbol of Freedom, Equality, and Fraternity" on Thursday.

During his address, Dr. Bhimrao Gote, a former professor of the Postgraduate Education Department, emphasized that Dr. Babasaheb Ambedkar did not stop after the Mahad Satyagraha but continued to move forward with a broader vision. He stated:

“Babasaheb’s goal was to make the whole of India Buddhist and to establish a just and empowered society. We must seriously reflect on what he would have done if he were here today. It is crucial that we unite under one leadership and strengthen our collective efforts. The ability to listen to each other must be cultivated—if leadership cannot be heard, a committee should be formed to make collective decisions. A solution exists; we need to think, analyze, and encourage others to do the same.” The lecture served as a reminder of the continued relevance of the Mahad Satyagraha in the ongoing struggle for social justice and equality.

Dr. Bhimrao Gote served as the keynote speaker at the event, while Dr. Avinash Fulzele, the department head, presided over the program.

In his address, Dr. Gote remarked, “The Satyagraha for access to drinking water from the Chavdar Tank was not just about water—it was about asserting our humanity. Today, we face a similar challenge. Under the guise of liberalization, private industries were sold off first, followed by government enterprises. Now, even government jobs are vanishing. Education remains accessible only to those with resources, but if jobs continue to disappear, what does the future hold? The doors to education will close, industries will collapse, and opportunities will shrink. In such a scenario, will a graduate be forced to accept a peon’s job? We must find a solution to this crisis.”

Dr. Avinash Fulzele delivered the presidential address, while Dilipkumar Lehgaonkar moderated the event. Advocate Vanita Meshram concluded the program with a vote of thanks.



‘उपाय मिलता है, विचार करने की जरूरत है’

■ महाड सत्याग्रह स्मृति दिवस पर आयोजित व्याख्यान में बोले डॉ. गोटे
■ डॉ. आंबेडकर अध्यासन व विचारधारा विभाग का आयोजन

मुख्य संवाददाता | नागपुर.

98वां महाड सत्याग्रह स्मृति दिवस पर आयोजित व्याख्यान में पदव्युत्तर शिक्षण विभाग के पूर्व प्राध्यापक डॉ. भीमराव गोटे ने डॉ. बाबासाहेब आंबेडकर के महाड सत्याग्रह की याद ताजा करते हुए उसे मौजूदा परिस्थितियों से जोड़ा। डॉ. गोटे ने कहा कि बाबासाहेब महाड सत्याग्रह के बाद वहीं नहीं रुके। वे आगे बढ़े। संपूर्ण भारत को बीड़मय करना और शासनकर्त्ता जमात बनने का लक्ष्य रखा। हमें इसका गंभीरता से मूल्यांकन करना होगा। हमें सोचना होगा कि अगर आज बाबासाहेब होते तो क्या करते। हमें एक नेतृत्व के नीचे आना होगा। समाज एक साथ कैसे आएगा, इस पर विचार करना होगा। एक-दूसरे के सुनने की क्षमता निर्माण करना होगा। अगर नेतृत्व की नहीं सुन सकते हैं तो एक मंडल बनाकर सामूहिक निर्णय करना होगा। उपाय मिलता है, सिर्फ विचार करने की जरूरत है। विचार करें और दूसरों को विचार करने लगाएं।

निजीकरण का अभिशाप

महाड सत्याग्रह के 98वें स्मृति दिवस पर गुरुवार को नागपुर विद्यापीठ के डॉ. बाबासाहेब आंबेडकर अध्यासन व विचारधारा विभाग द्वारा महाड सत्याग्रह: स्वतंत्रता, समता व बंधुता के प्रतिक शिक्षा पर व्याख्यान का आयोजन किया गया था। इस दौरान मुख्य वक्ता के रूप में डॉ. भीमराव गोटे बोल रहे थे। कार्यक्रम की अध्यक्षता विभाग प्रमुख डॉ. अविनाश फुलझेले ने की। मुख्य वक्ता डॉ. गोटे ने कहा कि चवदार तालाब के पानी पीने का सत्याग्रह सिर्फ पानी के लिए नहीं था, यह बताना था कि हम भी ईशान हैं। आज वही स्थिति निर्माण कर दी गई है। उद्गीकरण के नाम पर पहले निजी उपकरणों को बेचा गया, फिर सरकारी उपकरणों का निजीकरण किया गया। अब सरकारी नौकरी खत्म हो गई है। जिनके पास साधन-संपत्ति है, वे अपने बच्चों को तो पढ़ा लेंगे, लेकिन नौकरियां ही नहीं होंगी तो आगे क्या करेंगे। शिक्षा के भी दरवाजे बंद होंगे। उद्योग धंधे नहीं होंगे। ऐसे में बेजुरत होकर कोई चपरासी का नौकरी छोड़ी करेगा। इसके लिए उपाय पर विचार करना होगा। डॉ. अविनाश फुलझेले ने अपने अध्यक्षीय विचार रखे। संचालन दिलीप कुमार लेहगांवकर व आभार प्रदर्शन पंड. वलिता मेश्राम ने किया।

Fri, 21 March 2025
<https://epaper.bhaskarhindi.com/c/77021927>

10. Inter-Chairs Collaborative Programme

Inter-Chair Collaboration Program on "Skills, Professional, and Higher Education"

The Dr. Ambedkar Chair at Symbiosis International (Deemed University) and Dr. Ambedkar Chair at R.T.M. Nagpur University, Nagpur, jointly organized an inter-chair collaboration program on January 31, 2025. The event took place at the Dr. Babasaheb Ambedkar Museum and Memorial, Senapati Bapat Road, Pune.

The initiative was led by Prof. Ajay Choudhary, Chair Professor at the Dr. Ambedkar Chair, Symbiosis, and Prof. Avinash Fulzele, Chair Professor at Dr. Ambedkar Chair, R.T.M. Nagpur University, Nagpur, fostering dialogue on the role of skills, professional training, and higher education in contemporary society.

Dr. Hemangi Kadlak, Assistant Professor at the Dr. Ambedkar Chair, Symbiosis, inaugurated the seminar with a warm welcome to all attendees, including distinguished guests, faculty members, students, and citizens. She emphasized the significance of the event's theme, "Skills, Profession, and Higher Education," highlighting its relevance in addressing the evolving demands of global markets, technological advancements, and industry expectations.

Dr. Kadlak also underscored the mission of the Dr. Ambedkar Chair, established in December 2023 as India's 25th and the first university-based Chair, dedicated to exploring Dr. Ambedkar's thoughts and contributions to education in India. She introduced the Chair's various initiatives, including its website, YouTube channel, and WhatsApp groups for students and faculty, aimed at fostering more profound engagement with Dr. Ambedkar's ideals.

Following her address, she invited Professor Ajay Chaudhary, Chair Professor of the Dr. Ambedkar Chair at Symbiosis, to deliver the opening remarks.

Professor Ajay Choudhary welcomed attendees to the session on the essential and enduring topic of Skills, Professional Development, and Higher Education. He emphasized the evolving landscape of higher education, where the demands of global markets, rapid technological advancements, and shifting industry expectations are transforming approaches to education and professional growth.

He highlighted Dr. B.R. Ambedkar's belief in higher education as a means to emancipate the human mind and stressed the need to bridge the gap between academic learning and workplace skills. Advocating for lifelong learning, he underscored the importance of collaborative models between educational institutions, industries, and individuals to enhance employability and inclusivity in an ever-changing world.

Keynote Address by Dr. Swati Mujumdar: "Redefining Education for the Skills-Driven Era" Dr. Swati Mujumdar, Pro-Chancellor of Symbiosis Skills and Professional University (SSPU) and a pioneer in vocational education, delivered a

compelling keynote that blended personal anecdotes, institutional case studies, and sharp critiques of conventional education systems. Her speech was structured into six thematic segments, each addressing critical gaps in higher education and skill development. She opened with a striking metaphor: “Knowledge without skills is like a body without a soul—lifeless and unproductive.”

Dr. Mujumdar contrasted India's historical emphasis on theoretical learning, rooted in ancient Gurukul traditions, with the modern economy's demand for practical competencies. Citing the 2023 India Skills Report, she revealed that 52% of Indian graduates remain unemployable due to skill gaps, despite holding degrees. “We've created a generation of degree-holders, not problem-solvers,” she asserted. She then examined the flaws of syllabus-centric learning, criticizing curricula designed by academics often disconnected from industry needs.

“Professors copy-paste syllabi from outdated textbooks or mimic peer institutions, creating an echo chamber of irrelevance.” To illustrate, she referenced a 2019 SSPU survey, which found that 80% of IT graduates were unable to write basic Python code, despite excelling in university exams. “This isn't a failure of students—it's a failure of systems,” she declared.



Dr. Mujumdar elaborated on SSPU's "Labor Market Intelligence Unit," established in 2015 to conduct in-depth studies predicting job market trends. She cited a 2022

analysis, where the unit identified AI-driven healthcare diagnostics as a high-growth sector in Pune. In response, SSPU collaborated with local hospitals and technology firms to develop a six-month certification program that integrates data science with medical ethics. “Within a year, 94% of graduates were placed, with employers reporting a 60% reduction in onboarding time,” she shared.

Dr. Mujumdar emphasized the need to involve mid-level industry managers—not just CEOs—in curriculum development. “A ground-level operations manager knows the exact skills gap—not a corporate figurehead.” She also highlighted SSPU’s “Industry Immersion Program,” which requires faculty to spend two weeks annually shadowing professionals in high-demand sectors such as fintech and advanced manufacturing. Dr. Mujumdar addressed the stigma surrounding skill-based education, which is often dismissed as “*lower-tier*” or “*non-academic*.” “When we say ‘skills,’ people think of welders and electricians. But a neurosurgeon’s hands-on precision is also a skill—a highly sophisticated one.”

To challenge these misconceptions, she showcased SSPU’s “Future Skills Lab,” where students engage in cutting-edge, interdisciplinary projects:

- Simulating AI-driven supply chains using digital twins.
- Designing mental health apps in collaboration with practicing psychologists.
- Training in CRISPR gene-editing techniques through virtual reality modules.

“Skills are the bridge between imagination and impact,” she stated, urging institutions to celebrate vocational training as fiercely as theoretical research. Linking skill development to Dr. Ambedkar’s vision, she highlighted SSPU’s “Rural Digital Entrepreneurship Initiative,” which empowers marginalized communities through e-commerce and digital marketing training. “A tribal woman in Jawhar now sells handmade textiles to Europe—that’s skill-driven empowerment.”

Dr. Mujumdar criticized the “mainstreaming” approach of NEP 2020 as superficial, advocating instead for dedicated skill universities with industry-funded infrastructure.

“Education must dissolve caste and class barriers, not reinforce them. When a Dalit student becomes a cybersecurity expert, that’s Ambedkar’s dream realized.” She concluded with a rallying cry: “Let’s stop debating ‘knowledge vs. skills’ and start integrating them. Every lecture hall needs a workshop, and every workshop needs a thinker.” Dr. Mujumdar then announced SSPU’s "Skill Impact Fellowship," offering grants to faculty developing hybrid courses such as "Philosophy of Robotics" or "Ethical AI for Social Justice." ---



Expert Remarks by Prof. S.K. Thorat: "Ambedkar's Educational Vision and the Crisis of Modern Skills"

Prof. S.K. Thorat, former UGC Chairman and a distinguished scholar of Dr. B.R. Ambedkar’s works, delivered a lecture rooted in historical analysis, policy critique, and philosophical rigor. His speech unfolded in four meticulously researched sections, offering a profound reflection on the evolution of educational equity in India. He began by recounting Dr. Ambedkar’s 1923 "Education Deprivation Report," which exposed the exclusion of Dalits from schools under British-era policies. “In the Bombay Presidency, only 0.1% of Dalit children attended secondary school in 1920. Ambedkar called this ‘educational apartheid.’” Prof. Thorat then traced Ambedkar’s lifelong struggle for educational access, highlighting his 1945 establishment of the People’s Education Society (PES). Through institutions like Siddharth College (Mumbai) and Milind College (Aurangabad), Ambedkar sought to democratize higher education, ensuring marginalized communities had access to learning and social mobility. "Ambedkar didn't just want access—he wanted relevance. His colleges

taught law, economics, and engineering to dismantle caste-based occupational hierarchies."

Citing the National Sample Survey (2022–23), Prof. Thorat revealed stark figures:

- Only 18% of India's non-agricultural workers have formal vocational training.
- 67% of SC/ST programs are stuck in casual labour with no skill certification.
- Just 12% of women in urban India have access to skill development programs.

"This isn't just an economic crisis—it's a moral failure," Prof. Thorat declared, linking these systemic gaps to Dr. Ambedkar's 1942 writings on "dignified livelihoods." "Ambedkar argued that landlessness among Dalits made skill training their only escape from generational poverty."

While acknowledging the NEP's emphasis on vocational education, Prof. Thorat critiqued its execution, pointing to flawed labor market data. "The NEP relies on outdated NIC codes to predict job trends. How can we prepare for AI when our data is stuck in the 1980s?"

He also addressed elite bias in the policy, criticizing its focus on "global standards" while ignoring grassroots realities. "Rural ITIs still teaches typewriter repair—a skill extinct for decades." Prof. Thorat further exposed the NEP's caste blindness, noting: "The policy mentions 'disadvantaged groups' 14 times but provides no funding or infrastructure for Dalit-centric skill hubs."

He contrasted this with Ambedkar's 1944 "Vocational Education Bill," which proposed reserved apprenticeships for marginalized communities in factories and hospitals. "Ambedkar knew that skills without social justice are hollow. We've forgotten that."

Prof. Thorat proposed a 5-point framework: -

1. National Skill Census: A decadal survey to map regional skill demands, disaggregated by caste, gender, and disability.

2. Ambedkar Skill Parks: Residential training centers in SC/ST-dominated districts, offering courses co-designed with local industries (e.g., agro-tech in Vidarbha, tourism management in Konkan).

3. Faculty Upskilling: Mandatory industry sabbaticals for vocational teachers, funded by a "Corporate Skill Tax" on Fortune 500 companies.

4. Anti-Caste Pedagogy: Integrating Ambedkar's writings into skill curricula to foster social consciousness. "A welder should know Ambedkar's 'Annihilation of Caste' as well as arc welding techniques."



5. Global Partnerships: Leveraging diaspora networks to create international apprenticeships in high-growth sectors like geriatric care and renewable energy.

He concluded with a quote from Ambedkar's 1952 speech at the University of Colombo: "Education must not only light minds but also liberate hands." A skilled populace is the foundation of a fearless democracy."

The session's crescendo was the interplay between Dr. Mujumdar's pragmatic roadmap and Prof. Thorat's historical-philosophical critique. While Dr. Mujumdar showcased how to build skill ecosystems (e.g., SSPU's industry labs), Prof. Thorat explained why such systems must be rooted in social justice (e.g., caste-aware pedagogy). Together, they framed skill development not as a neoliberal economic tool but as a modern extension of Ambedkar's battle for dignity and equity. At the conclusion of the session, Dr. Ravindra Havel's book *"Bharatache Samvidhan"* (India's Constitution) was launched, symbolizing the integration of constitutional values with educational reform. Prof. Avinash Fulzele, Dr. Ambedkar Chair at R.T.M.

Nagpur University, Nagpur, delivered the vote of thanks, marking the end of the inauguration session.



Session 1

Chairperson: Prof Harsh Jagzap

The anchor introduced the delegates to the audience and commenced the paper presentation session. The first paper was presented by Mr. Mandar Shinde, who examined the disconnect between youth aspirations and India's skill training market. While policies like NEP 2020 and the National Skill Development Mission aimed to equip young people with vocational skills, many—especially those from disadvantaged backgrounds—struggled to achieve their career goals.

A key issue, he noted, was the overwhelming preference for government jobs, driven by job security and social status. However, with declining permanent vacancies and a rise in contractual roles, many youths who had invested years in preparation often faced disappointment.

Similarly, technical education was widely seen as a gateway to overseas jobs, yet initiatives like Maharashtra's vocational training partnership with Germany offered no job guarantees, leaving aspirants financially vulnerable.



Another major concern was the growing disillusionment with formal education, as many graduates found themselves needing additional training just to secure employment. This trend discouraged future generations from pursuing higher education.

The vocational training sector itself faced significant gaps:

- Short-term courses often failed to lead to meaningful employment, leaving many trained youths in gig work with limited career growth.
- A lack of coordination between training institutes and industry further weakened job prospects.
- Gender biases restricted women's opportunities, as they were often funneled into low-paying, socially accepted jobs rather than technical trades.

The promise of self-employment through vocational training was also largely an illusion. Many courses failed to equip trainees with business skills or financial support, resulting in market saturation and underemployment.

Additionally, vocational training was often imposed as a reform measure for juveniles in conflict with the law, yet this reactive approach failed to address the root causes of school dropouts and child labor.



With job markets shifting toward insecure gig work, vocational training institutes prioritized student enrolment over genuine career guidance. Moreover, systemic biases pushed underprivileged youth into skill training while wealthier students received additional academic support. Addressing these issues required aligning training with actual industry demands, ensuring strong job placement support, expanding gender-inclusive courses, and promoting realistic self-employment opportunities. Without these reforms, India risked wasting its demographic dividend.

A collaborative effort among the government, private sector, and communities was essential to bridge this gap and turn skill development into a genuine driver of economic and social progress. After this, Dr. Vidyanand Khandagale presented the second paper. The paper focused on the changing nature of education in the digital age, emphasizing the need for a more interactive and student-centred approach. The speaker pointed out that students had easy access to vast knowledge through tools like Google and ChatGPT, making it essential for teachers to acknowledge this shift. Instead of relying solely on traditional lectures, educators needed to adopt participatory methods such as case studies, structured project-based learning, and scenario-based learning. The speaker also questioned the relevance of conventional three-hour exams, noting that distance education had become more cost-effective and successful than formal classroom learning.

The paper also highlighted the importance of aligning education with societal and industry needs. Graduates were expected not only to complete their degrees but also to develop skills that would enable them to make meaningful contributions to society.

To achieve this, educational institutions needed stronger partnerships with industries. The speaker mentioned that different global educational models had been studied to bridge the gap between academic learning and real-world application. Paulo Freire's philosophy of empowering marginalized communities through education was referenced, and institutions like Azim Premji University were recognized for their work in regions such as Madhya Pradesh and Jharkhand. These institutions conducted need-based educational programs to integrate underprivileged students into the mainstream by understanding their challenges and developing suitable learning structures.

Another major issue raised was the lack of awareness about social entrepreneurship and innovation among marginalized students. Despite being widely discussed in policy and business circles, the research found that only about 10% of students from disadvantaged backgrounds were aware of these concepts. This gap created a disconnect between government initiatives, such as "Make in India," and their intended beneficiaries. As entrepreneurship and innovation gained attention worldwide, many marginalized students remained unaware of the opportunities available to them. The paper emphasized the importance of an equity-driven approach to funding and resource allocation, ensuring that these students received sufficient support, including access to technology, mentorship programs, and financial aid.

In conclusion, the speaker called for a fundamental shift in educational strategies to make learning more inclusive, interactive, and relevant to the real world. By incorporating participatory teaching methods, fostering industry partnerships, and providing essential resources to marginalized students, the education system could bridge the gap between academic knowledge and practical application. These efforts aimed to create a more equitable learning environment where all students, regardless of their background, had the opportunity to succeed and make meaningful contributions to society.

After both the researchers presented their papers, questions from the audience were invited for discussion.

Question: Can you elaborate on parents' awareness of the changing job market and skill development?

Answer: The role of parents in shaping their children's career aspirations is crucial, especially in the context of first-generation learners. Many parents were once told that education would transform their family's future, and they continue to hold onto this belief. Having witnessed the stability and social status associated with government jobs in their lifetimes—such as assured employment, time-bound promotions, and fixed salary increments—they want their children to achieve the same within the next 25 years. However, the job market has undergone significant changes. Permanent government jobs are declining, and contractual roles are becoming the norm, where efficiency and accountability matter more than mere tenure.

Despite these changes, career counselling often focuses only on students, neglecting the parents who still influence career decisions. There needs to be direct engagement with parents to help them understand the evolving job landscape and the realistic opportunities available. Institutions and communities must actively involve them in career counselling to ensure informed decisions. Many families cannot afford to let their children spend five to seven years preparing for competitive exams without a guarantee of results. Instead, a balanced approach is needed—one that allows youth to pursue stable careers with a decent education while keeping their aspirations realistic.

This gap in parental awareness mirrors other societal issues, such as women's empowerment programs that fail because they do not address the attitudes of husbands and in-laws. Similarly, counselling efforts should not only target students but also educate parents about changing career dynamics, helping them make choices based on their family's actual privileges and capacities. Encouraging youth to aspire for government jobs is not wrong, but it should be done with an honest assessment of their opportunities and alternatives.

Question: How does one change their mindset regarding the job market?

Answer: Parents need to shift their mindset about the job market and recognize that traditional government jobs are no longer the only stable career option. With fewer permanent positions and an evolving employment landscape, they must understand the value of private-sector opportunities, skill-based careers, and entrepreneurship. Instead of encouraging years of exam preparation with uncertain outcomes, they should support their children in acquiring relevant skills and exploring diverse career

paths. Career counselling should involve parents to help them make informed decisions based on current job market realities.

Discussion Points on Career Guidance and Counselling in Colleges

During the discussion, several key issues related to career guidance in colleges were highlighted. The focus was on improving support systems for students to make informed career

choices early, ensuring they do not waste valuable years in unsuitable career paths. Below are the main points discussed:

The Need for Career Guidance in Colleges: Colleges should provide structured facilities to guide students on government exams and explore niche career opportunities. Early exposure to career options would help students understand their skill sets and capabilities, preventing them from spending unnecessary years in unsuitable fields.

Issues with Existing Career Counselling Services: While government colleges in Maharashtra have certified career counsellors, the effectiveness of these services is questionable. The way career counselling is conducted and interpreted needs significant improvement to make these initiatives truly beneficial.

Aptitude Test Results and Their Use: The discussion raised concerns about the aptitude test results that accompany board exam results. There was a debate on whether these results are actively utilized in career decision-making and if they should be systematically mapped to guide students more effectively.

Need for Behavioural Counselling Alongside Career Counselling: Career counselling should not focus solely on job opportunities but also include behavioural counselling. Since parents and students often have different perspectives on career choices, counselling should address these differences to ensure better decision-making and reduce conflicts.

These points highlight the need for a more structured, effective, and holistic approach to career and behavioural counselling in educational institutions.

Question: What kind of need-based services are required, and how can they be integrated into the curriculum to promote skill development? Additionally, how can

we identify the skills needed in the corporate sector while ensuring a conducive work environment?

A grassroots model needs to be developed to cater to individual needs effectively. Skill development should not follow a one-size-fits-all approach but instead focus on personalized training. Just as differently-abled individuals require specialized attention and tailored support, skill development programs should be designed to address the unique strengths and requirements of each individual. Integrating such a model into the curriculum would ensure that students receive targeted guidance, preparing them for real-world job demands and fostering a corporate environment that values diverse skill sets.

Question: How do cultural perceptions influence career choices, and what challenges arise from these perceptions in education and professional growth?

Answer: Cultural perceptions play a significant role in shaping career choices, often leading individuals to dismiss certain professions due to societal beliefs. Many people struggle to believe in or accept unconventional career paths, which creates resistance to exploring diverse opportunities. Some may feel disengaged or even resentful toward their work due to these ingrained biases. Career decisions should be viewed as multidimensional, considering various factors beyond cultural expectations. From an educational standpoint, it is crucial to address these influences and provide guidance that encourages students to explore careers aligned with their skills and interests, rather than succumbing to societal pressures.

A few points were added further by some of the members. The point discusses the challenge teachers face in addressing every student in a classroom, which makes it difficult for some students to interact or participate. Traditionally, large class sizes make it difficult to provide personalized attention. However, classroom demographics are changing, and old methods, including strict disciplinary approaches, are no longer effective.

To address this issue, educational strategies need to focus on inclusive and interactive teaching methods. Techniques such as participatory learning, small-group discussions, personalized mentoring, and the use of technology help bridge the gap. Teachers should encourage open communication and ensure that every student, regardless of their level of confidence, has the opportunity to engage. Moving away from

punishment-based approaches and fostering a supportive learning environment helps create a more effective and student-friendly education system.

After a good discussion with the crowd, the first session was concluded.

Lunch break from 13:00 to 13:45

Session II

Chairperson: Prof Suriender Jondhale

Following this, the second session began, and the keynote speaker addressed the audience. Prof. Gautam Kamble presented the first paper titled ‘Dr Ambedkar's Approach to Skill Development and Present Situation’. The discussion highlighted the historical exclusion of specific communities from the development process, resulting in a persistent lack of educational opportunities and skill training. For years, these communities primarily contributed as laborers, but without structured skill development programs, their productivity remained limited. As a result, underemployment did not improve significantly.

Dr. B.R. Ambedkar recognized the urgent need for education, skill training, and professional development to enhance employability. His study of skill education models in Europe, America, and India led him to emphasize vocational and professional training as early as 1918. Through initiatives such as the establishment of the Bahishkrit Hitakarini Sabha and the Independent Labour Party, he consistently advocated for equipping the working class with skills and education. During his leadership in the Scheduled Castes Federation and tenure as Labour Minister, he played a key role in shaping labor laws and developing government mechanisms to train workers. His frameworks for reconstruction and rehabilitation also prioritized skill development, aiming to create long-term economic empowerment for marginalized communities.

Prof. Shrikrishna Mahajan presented his paper on ‘Higher Education and Entrepreneurship for Marginalized Groups’. The discussion focused on Dr. B.R. Ambedkar’s views on occupational mobility and the impact of traditional caste-based occupations. He argued that in the caste system, there was no freedom to choose one's occupation, reinforcing social inequality. A study was conducted to measure intergenerational occupational mobility. The results showed that mobility from

grandfather to father was 27%, but it significantly increased to 80% from father to the current generation. The overall occupational mobility rate from grandfather to respondent was 83%.

The discussion also highlighted the impact of automation and disruptive technology on traditional skills. In earlier caste-based systems, upward occupational mobility was nearly impossible, but modern changes in employment opportunities have increased mobility. However, automation now poses a threat to traditional skills, necessitating new approaches to education and skill development.

The speaker emphasized the need for higher education to focus on developing critical thinking, global awareness, and capacity building for teachers and stakeholders. They stressed the importance of aligning education with evolving competencies and technological advancements to ensure long-term employability and social progress. The discussion concluded with a call to provide education that fosters intellectual, moral, and social democracy.

After the presentation by both delegates, the audience asked questions for discussion, and a very good response was received.

Question: How would you interpret the data you have shown regarding intergenerational occupational mobility now, and what challenges do you face?

Answer: This classification is based on where the occupation falls on the scale of low-ranking and high-ranking jobs or skills.

Question: How is the Gross Enrollment Ratio calculated?

Answer: The data is sometimes miscalculated because there is no consideration given for when a student is enrolled in two courses, which leads to miscalculation. Additionally, some students beyond the age range of 18-23 are also included in the data, further contributing to miscalculation.

Question: What efforts can be made to eliminate the caste-wise occupation system? Although higher education is increasing among such communities, they are still reverting to their traditional occupations because they receive higher remuneration in these fields rather than through education or skill development.

Answer: Skill has become a part of the hierarchy, and it is now stuck in the hierarchy. For example, earlier, they used to be called labourers, who built railway tracks or worked on machines, but now they are being given the name of mechanical engineers, and they are put in the hierarchy of skills and becoming a part of the organisational sector.

Valedictory Function

Chairperson: Prof. Suriender Jondhale

In this session, Prof. Neeta Inamdar presented her research paper on the topic 'Bridging Skills and Knowledge for Emancipatory Education'. The discussion focused on the transformative integration of skill and knowledge in education, linking it to UNESCO's four pillars of learning, which were derived from Jacques Delors' framework. These four pillars—learning to know, learning to do, learning to live together, and learning to be—formed the foundation of holistic education. However, a more critical approach emerged, suggesting that these pillars were insufficient for emancipatory education, which aimed to bring about social change and empowerment.



A scholar expanded on these pillars, arguing that education needed to go beyond personal and intellectual growth to contribute to societal transformation actively. The new dimensions introduced included learning to collectively mobilize, learning to coexist in a shared world, learning to attend to and care for one another, and learning to study, inquire, and co-construct knowledge together. These elements emphasized the need for education to foster community engagement, shared responsibility, and

collective problem-solving rather than just individual learning. This expanded framework aligned closely with Dr. B.R. Ambedkar's vision of education as a tool for social justice and empowerment. It advocated for an education system that not only imparted knowledge but also encouraged collective action, inclusivity, and ethical responsibility. The focus shifted from just acquiring skills for personal success to creating a just and equitable society.

After Prof. Inamdar's presentation, Prof. Jondhale summarised the conference's content and addressed the audience, sharing his viewpoints and key highlights. He highlighted that Professor Himani Kerala and her team organized the workshop to emphasize the importance of skill education and entrepreneurship in economic and social development. The event was not just a reminder of their importance but also an exploration of how education could serve as a means of liberation and empowerment. The discussions emphasized the connection between economic progress and emancipatory education, as highlighted by Dr. Nanda, and explored how these concepts could be integrated effectively.



The workshop addressed these issues seriously and sincerely, fostering a deeper understanding of universal educational principles and their role in social transformation. The organizers were commended for creating a platform that encouraged meaningful deliberation on these crucial topics.

After the presentation was concluded, Prof. Inamdar presented the memo to Prof. Jondhale. Then, Dr Hemangi Kadlak concluded the conference by giving a vote of thanks.