

**AN OVERVIEW OF GIJUBHAI BADHEKA'S PHILOSOPHY OF EDUCATION AND
MAJOR REFORMS OF NEP-2020 WITH SPECIAL EMPHASIS ON PRIMARY
EDUCATION.**

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Abstract- *According to the National Education Policy, 2020 (NEP), "an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high quality education to all, thereby making India a global knowledge superpower" will bring about a significant transformation in education. The five guiding pillars of Access, Equity, Quality, Affordability, and Accountability form the foundation of NEP 2020. It will equip our young people to handle the many domestic and international issues of the twenty-first century. The National Education Policy 2020 places a strong emphasis on the fundamental values and idea that education should foster not only cognitive abilities, or the "foundational skills" of reading and numeracy as well as "higher-order" abilities like critical thinking and problem solving, but also social and emotional abilities, or "soft skills," which include empathy and cultural awareness, grit and perseverance, teamwork, leadership, and communication, among other things. By 2025, the Policy hopes to have all children receive pre-primary education universally, with a focus on ensuring that all children acquire fundamental reading and numeracy skills in primary school and beyond. Gijubhai Badheka (1885–1939), a pioneer in the field of basic education, is well-known for his voluminous writings on topics related to education in general and child education in particular. His contributions are basic in nature, yet they have great impact. Even today, his ideas on education—particularly those that pertain to a child's early development and learning—remain incredibly relevant. He disagreed with the colonial education system that was in place in India because he thought it gave instructors very little latitude to implement novel concepts or alter existing ones in a way that would pique students' interests in learning. The educational system placed an excessive amount of emphasis on rules and regulations, leaving little opportunity for parents or instructors to instill innovative improvements in their kids. Through a descriptive study this article will provide an Overview of Gijubhai Badheka's Philosophy of Education and Major Reforms of NEP-2020 with Special Emphasis on Primary Education.*

Key Words: - NEP-2020, Primary Education, Gijubhai Badheka.

Introduction- The introduction of the National Education Policy (NEP)-2020 marks a significant turning point in the policy-making process and the decision to completely restructure the whole educational system. The NEP 2020 planning, preparation, and implementation process begins at the local level and successfully empowers the division's professional team. The goal of NEP 2020's suggestions is to drastically alter the Indian educational system across all segments. However, everything hinges on how education is delivered in schools. Furthermore, as teacher education and school education are strongly correlated, teacher education ends up being the decisive component in guaranteeing that NEP 2020's recommendations are carried out. One of the pioneers in the field of elementary school education, Gijubhai Badheka (1885–1939) is an influential author on subjects pertaining to education in general and child education in particular. Despite being gentle in scope, his efforts have a significant influence. His views on education are still highly important today, especially those that deal with a kid's early learning and development and child psychology. He wrote in Gujarati and Hindi, expressing views that were practical, straightforward, and understandable. Gijubhai's book *Divaswapna*, which still stands as a witness to different viewpoints in educational theory and precision, forms the basis of his educational philosophies. Gijubhai Badheka also excelled in penning rhymes, short stories, and adventure stories for young readers. Badheka kept an eye on adult education even if he was an expert at teaching youngsters. By implementing structural changes in the educational system

that will ensure equity and inclusion, community engagement, equal opportunity for women and girls, early child care, and teacher education, among many other things for developing quality education, the National Education Policy, 2020 and Gijubhai Badheka aim to make India a global knowledge superpower. This essay will evaluate Gijubhai Badheka's vision for improving quality of education and the NEP-2020 proposals.

A PARADIGM SHIFT IN THE INDIAN EDUCATION SYSTEM



The following areas have been the focus of NEP-2020 in order to remove educational obstacles.

I. Early Childhood Care and Education; - The fact that more than 85% of a child's brain development occurs prior to the age of six, it is critical that young children acquire the proper care and support to foster the best possible growth and development of their brains. Currently, countless of young children—especially those from households that are socially and economically marginalized—do not have the opportunity to receive excellent early childhood education. With large investments in early childhood care and education (ECCE), all young children may have this sort of benefit, enabling them to participate fully in and succeed in the educational system throughout the duration of their lives.

II. Essential Literacy and Numeracy Skills; - The foundation for all further education is a solid understanding of reading, writing, and basic maths concepts. According to surveys, there is a problem with our current academic system: a large portion of our elementary school students—roughly 5 crore—do not possess the fundamental literacy and numeracy skills necessary to read and comprehend simple texts and perform basic addition and subtraction using Indian numerals. By 2025, the major goal of the educational system will be to achieve basic reading and numeracy in every primary school. The remaining requirements of this policy won't begin to matter to our students until this most basic learning requirement—basic reading, writing, and math skills—is satisfied.

III. Lowering Dropout Rates and Ensuring Access to Education at Every Level;- Keeping students enrolled and finishing their education should be among the primary goals of the process of learning. Thanks to initiatives like the Sarva Shiksha Abhiyan (now the Samagra Shiksha) and the Right to Education Act, primary school attendance in India has reached almost universal status in the recent past. It will be crucial to reintegrate these children into the school system as quickly as possible and stop more students from quitting. Our goal is to have 100% of preschoolers enrolled in secondary schools by 2030.

IV. School curricula and pedagogy need to be modified ;- Learning need to be comprehensive, enjoyable, and stimulating. The curriculum and methodological framework of the educational programme will be rearranged in order to accommodate the goals and developmentally appropriate demands of students at different developmental stages, which correspond to the age groups of 3–8, 8–11, 11–14, and 14–18 years, respectively. Based on children's cognitive development, the previously described stages are solely curricular and pedagogical, with the goal of optimizing student learning.

They will contribute to the creation of State and National curriculum and teaching strategies at all levels.

V. **A comprehensive education for students Curriculum and pedagogy transformation** at all stages will primarily aim to reorient education towards real understanding and learning strategies rather than the rote learning mentality that still permeates society today. In addition to trying to improve students' cognitive capacities, education also aims to develop their character and create entire, well-rounded individuals with the critical 21st century skills. The whole curriculum and pedagogy will be revamped and updated to accomplish these vital goals. Relevant knowledge and values from a range of fields will be chosen for inclusion and integration at each learning level.

VI. **Reduce the material taught in the curriculum** in order to enhance critical thinking while gaining necessary knowledge. To promote critical thinking and more inquiry-based, holistic, discovery-based, discussion-based, and analysis-based learning, each subject's curriculum will be reduced to the essential elements. The major subjects of the necessary material will include applications, problem-solving, key ideas, and concepts. In order to provide kids a more in-depth, experiential education, there will be a regular schedule of engaging, creative, cooperative, and exploratory activities in the classroom in addition to a greater emphasis on inquiry-based learning.

VII. **Practical Training;** - Every stage will take into account experiential learning, arts-integrated and sports-integrated education, storytelling-based teaching methods and practical learning as acceptable methods within each topic and with studies of links among diverse fields of study. To close the achievement disparity in academic performance, competency-based learning and education will become the main emphasis of classroom interactions. The assessment tools will also be in line with the academic outcomes, aptitudes, and orientations that are mentioned for every topic in a given class.

VIII. **Freedom in Selecting a Course;**- Students will be able to select from a greater variety of subjects with greater freedom, particularly in the secondary level. They will be able to design their own study plans and life objectives thanks to these, which will include arts and crafts, vocational training, and physical education. A wide range of disciplines and courses given year, together with holistic growth, are the two main features that distinguish secondary school education from the rest. It will not be evident how to distinguish between "vocational" and "academic" streams, "curricular," "extracurricular," and "co-curricular," or between "humanities," "arts," and "sciences." The school curriculum will cover topics like sports training, arts and crafts, and vocational skills in addition to science, math, and the humanities, all while keeping an eye on what is age-appropriate.

IX. **Multilingualism:** - It is often acknowledged that when young children communicate in their mother tongue or native language, they pick up complex concepts more quickly. One's mother tongue or the language used by others in the community is usually regarded as one's home language. It is occasionally feasible for family members to speak a language other than their mother tongue or the local tongue at home, though, in multilingual families. The mother tongue, home language, local language, or regional language shall be taught through at least Grade 5, but preferably through Grade 8 or higher, if possible. After then, language training in the native tongue will continue whenever possible.

X. **Integrating Core Subjects ;**- Competencies, and talents: In today's rapidly evolving world, each person has to develop a certain set of subjects, talents, and expertise in order to evolve into exceptional, productive, imaginative, adaptive, and effective individuals. These skills include language proficiency as well as a scientific mindset that is based on data thinking, creativity and innovativeness, aesthetics and artistic sensibility, oral and written communication, health and nutrition, physical education, fitness, wellness, and sports, teamwork and collaboration, ethical and moral reasoning,

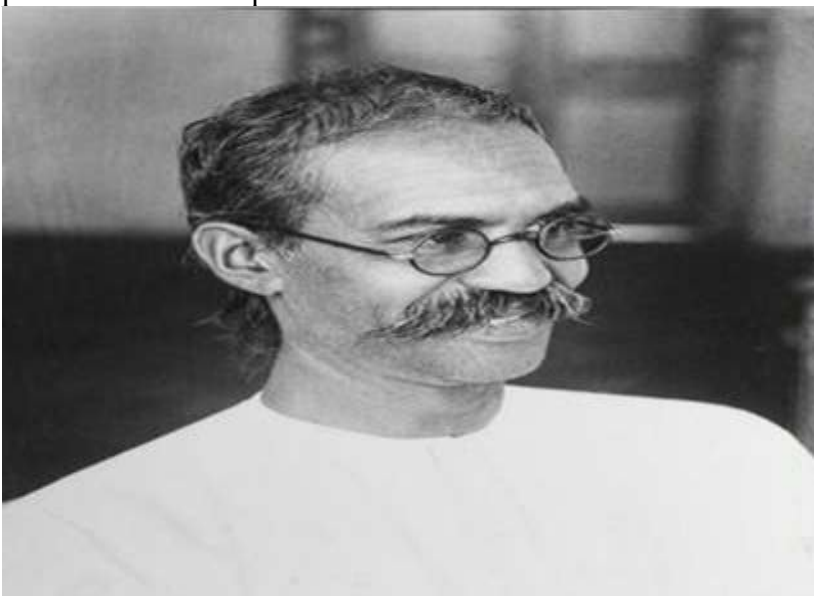
knowledge and application of human and constitutional values, gender sensitivity, Fundamental Duties, citizenship skills and values, knowledge of India, and work experience.

XI. Educational Resources with a Local Flavor :- Textbook modifications must coexist with a more condensed curriculum, more adaptability, and a renewed emphasis on active learning rather than memorising. All textbooks should aim to provide the essential core information (along with discussion, analysis, examples, and applications) deemed pertinent on a national level, while including any desired refinements and extra content according to local circumstances and requirements. If at all possible, schools and teachers will have a choice in the textbooks they use, choosing from a range of textbooks that contain the required local and national material, allowing educators to teach in a manner that best suits their own teaching practices.

XII. Revising the Assessment Framework to Encourage Academic Development: Evaluations in our educational system will no longer be summative and largely focused on assessing rote memory abilities; instead, they will be more frequently administered, formative, competency-based, and centred on students' learning and development. Higher-order abilities including conceptual clarity, analysis, and critical thinking will also be put to the test. In actuality, assessment's primary objective is to support learning. It will assist in maximising learning and progress for each student by supporting the instructor, the student, and the educational system in making continuous modifications to the teaching-learning process. This will be the guiding principle for all levels of education evaluations.

XIII. The educators: - The educators who work with our children determine the future of our nation. Because teaching is such a noble job in India, teachers are highly respected members of society. Teachers were the most intelligent and accomplished individuals. Society supplied the tools educators, or gurus, required to provide pupils the finest instruction possible in knowledge, skills, and ethics. The profession's great reputation and the public's high esteem for teachers must be restored in order to inspire the finest individuals to choose careers in education. Teachers need to be empowered and inspired in order to ensure that our students and our nation have the best future imaginable.

XIV. Consistent Professional Development:- Teachers will always have opportunities to grow professionally and learn about the latest advancements in their field of expertise. These will be made accessible in several ways, including online seminars and workshops for teacher development in local, state, national, and international contexts. It will be mandatory for all teachers to do fifty hours or more of Continuing Professional Development (CPD) every year, driven by their own passions and professional development.



Girija Shankar Bhagmanji Badheka (1885–1939)

Born on November 15, 1835, Girija Shankar Bhagmanji Badheka, often called Gijubhai, was a well-known scholar from Bhavnagar, Gujarat. Mahatma Gandhiji calls him "Moochhali Maa," which translates to "mother with whiskers" in English. In India, he was an iconic leader in the field of preschool education and advocated for child-centered learning. To put it plainly, he practiced high court law before becoming a teacher. The type of education the children were receiving at the time did not sit well with him. He quit his position at the high court to start Bal Mandir, a unique and cutting-edge preschool for children three years old and up. He was able to realise his ideal of a school for children where they didn't have to stress about receiving a cane as punishment; instead, they would be able to attend willingly and wouldn't need to be forced or bought off by their parents thanks to his innovative experiment.

I. Gijubhai, motivated by the teachings of Madam Montessori, created his own approach to child education, **rejecting the traditional method**. His creative views on education are shown in his work "Divasapna," which is an imaginary story about a teacher who rejects the established educational legacy. Like Gandhi and Tagore, he was a firm believer in the need of a kid **growing up in an atmosphere of independence and self-reliance**.

II. In the words of Gijubhai, a kid is a whole person with intellect, feelings, a mind and comprehension, strengths and weaknesses, and likes and dislikes. **It is essential to acknowledge a child's emotions and create a space where children may freely express their knowledge via play, storytelling, and songs without fear of failing formal examinations**. He preferred the phrase "mandir" over "school," as in Bal Mandir, Kishore Mandir, and Vinay Mandir, which denote an atmosphere where kids won't be physically abused, laughed at, or mocked, over the terms primary, middle, and high school.

III. Gijubhai invited Dalits to become members of the Dakshinamurti organisation. He was also responsible for helping rural people that had lost their houses during the Bardoli Satyagraha to rebuild their lives. This **represents social inclusion**, which is likewise supported by NEP-2020.

IV. Gijubhai Bhadeka stressed the **significance of student freedom** in the classroom.

V. He published more than 200 books in Gujrati for **child-centered education and promoted learning in one's mother tongue**.

VI. He thought that giving them grades or ranks would only help to incite unfair rivalry, animosity, and resentment between them. His basic tenet was **to embrace the joy of education**. He was against the assessment of talents through tests and rankings.

VII. Gijubhai Badheka highlighted how important it is to create a space within the learning environment where kids may "explore" rather than only listen to the teacher. This is where we may discover NEP-2020-style **practical learning methodology**.

VIII. To inspire his younger pupils, Gijubhai used to screen films into his classroom. It stands for **integrating ICT into the classroom**.

IX. Gijubhai was concerned that children should not be forced to accept the opinions of adults, but rather should be given the opportunity to learn via **role-playing games according to their age and passions**.

X. He was against the unpleasant, cruel, and rigid forms of instruction that stifled all natural impulses. According to him, **education ought to be a process of developing into a rational, tastefully harmonic, realistic, and organic way of life**. similar to Montessori. Gijubhai once said that a kid learns from inside, and that teachers must encourage each child's unique growth as a whole. Stated differently, he advocated education for the holistic development of a kid.

XI. In addition, he emphasized the necessity for schools to **assist youngsters in developing their motor skills, sense training, and self-learning skills**. He generally supported "education for learning through living" in a completely free setting while upholding the rights of little children.

XII. **He founded Adyapan Mandir, a renowned school that educates primary school teachers as well for developing quality teachers**.

In conclusion, the New Education Policy-2020 gives students' overall development a high emphasis. The NEP 2020 has improved equity, quality, and critical learning in elementary schools and brought about a significant improvement. The unique needs of today's students have prompted the creation of

a flexible, varied educational system with a strong foundation in Indian culture. Gijubhai Badheka is one of the well-known Indian educators who has advocated for a student-centered approach to education. His views on education, albeit expressed a century ago, continue to influence the country's educational system today. His method of teaching and learning is based on a child-centered approach to education. A more thorough understanding of Gijubhai opened up opportunities for the elementary school system to support educators and learners equally in removing obstacles to high-quality education. The research contrasts Gijubhai's theories with the state of education in India today to show what real learning or high-quality education looks like. It is asserted that his views and writings on education are still relevant now in tackling obstacles to high-quality education that are strikingly comparable to NEP-2020.

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