# Similarities of Gijubhai Badheka's Philosophy of Education and Suggestions of NEP -2020 on Primary Education

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**Abstract: Gijubhai Badheka (1885–1939), who established a new world for child education, wrote extensively on a multifarious school subjects pertaining to general education and the development of children in particular more than a century ago. His indigenous efforts are truly simple, yet those were still effective and significant in present time also.. He criticised the British education system that was implemented in India for the reason that believed it provided teachers with few possibilities to inspire students' interest in learning by offering fresh ideas or making adjustments. This article looks at how changing teaching-learning practises can help students in the modern time and learn more swiftly and thoroughly in light of NEP-2020. The learning environment in traditional educational institutions needs to adapt so that problems may be investigated and new ideas can be produced. Students need to be prepared for a future that is unpredictable. It's significant that the responsibilities of educators are changing from a source of information to co-learners. The fundamental similarities between Gijubhai's philosophies and the suggestions of NEP-200 in regard to primary education will be clearly demonstrated through a descriptive study.**

**Keywords- Gijubhai Badheka and NEP-2020**

## Introduction: -

Gijubhai was a philosopher and a renowned educationalist who, more than a century ago, identified the basic requirements for an infant to attend classroom in order to receive proper education. Girijashankar Bhagwanji Badheka was born to Bhagwanji and Kashiba on November 15, 1885 in Vala, Chittal, Saurashtra. The mere male youngsters who were sent to a residential school or gurukul in the aforementioned era were those who originated to the social elite. In a same manner, Gijubhai was accepted into Vala's primary school before completing his graduation in Bhavnagar in or around 1905. Gijubhai discovered that a brand-new educational approach that emphasizes recreational activities and experiential learning is popular in the west. Gijubhai has given a fresh outlook being aware that there were a experimented-and-true method of instructing kids without using punishment. At this point, he learned about Maria Montessori, a pioneer in this type of instruction. Gijubhai received a Gujarati book written by Maria from Motibhai that included information on her educational strategy. Specifically when he began working with children, Gijubhai did not consider those system of education that failed to offer little learners to learn in a "free and natural" environment.

## Gijubhai: A Versatile Author

Gijubhai authored nearly 200 books exclusively for teachers, and parents in his short life from the year 1920, when Gijubhai primarily began his noble mission, until his untimely death in 1939 at 54 years. He also developed his love for, and practise of, the ideals of education of the pre-school children and development of the chid . His revolutionary compositions attracted to a large number of readers by fusing his straightforwardness of thinking, eagerness for sharing ideas, and language that each can easily relate to.

He creates captivating stories for kids at the same time , he shared wise sagacity about nature, people, and places through his work. Verse, light-heartedness, and a request audience participation are some of these. Gijubhai was a great letter writer as well, and his letters showcase all of these abilities. In his literatur for parents, he conveys important ides of child-development and upbringing of a child using common examples from everyday settings and simple, frequently colloquial Saurashtra vernacular. In his literature for teachers,

he reshaped the main strategy of the Montessori school's procedures and philosophy into language and pedagogies of teaching that are suitable not only for a dedicated teachers of primary school but also for others.

**Educationist Maria Montessori's Philosophy**

The teacher must lead the pupil without putting excessive strain on him so that she remains available to extend the much needed assistance without ever standing in the way of the pupil's learning. She has opined that we would have comprehended a wonderful educational principle and unquestionably be providing an excellent role model for education if we could confidently state: "We are respectful and courteous in our dealings with children, we treat them as we would like to be treated ourselves."

**Maria Montessori on Gijubhai**

I never knew him. I wish I had, for Gijubhai was a great lover of the child. No obstacle stopped him in his endeavor to bring them freedom and happiness. I admire all the caring people who are working for child education along my lines: and if one has done so to the detriment of his interest to the dedication of his life, that one is worthy of being remembered. May he live long in the hearts of the 'soldiers of the child'.

**What Gijubhai Told….**

The more he read, the more deeply he started thinking about children and child development, and about putting the theory to practice. He also started experimenting with young Narendra, and exchanged his findings along his friends, as also the ideas of Montessori. As his desire to spend more time and energy into this new challenge grew, the further he drifted from his legal practice.

The work of translating Montessori's educational concepts into Gujarati was not simple, as Gijubhai noted in his masterpiece Montessori Paddhati. It was difficult to convey the the theoretical spirit and essential ideas in a non-European language while keeping the language basic enough for the typical teacher to comprehend it. Gijubhai successfully met the difficulties by skillfully fusing his linguistic mastery with his breadth of knowledge and sharp observations.

We must infuse Montessori with the Indian spirit when adapting it for India. On Indian soil, beneath an Indian roof, we will test out Montessori schools. Our kids will sketch on low tables instead of chairs and tables and sit on mats.

Indian kids will consume their snacks while standing up at a table and wearing shoes. We will design an aesthetic environment in Montessori classrooms, but the flower arrangements will be made in clay pots using regional and seasonal flowers and foliage.

With straightforward indigenous instruments like the ektara and manjira, our kids will perform music. They will use potter's clay to create toys rather than plasticine. Children can explore the school grounds while surrounded by tulsi, seasonal flowers, wild prickly shrubs, and mustard and fenugreek plants. However, these "desi" schools will undoubtedly have designated and spotless restrooms, towels for wiping hands and feet, foot mats for wiping feet, and rules requiring children to wash their hands before eating.

**Gijubhai told regarding teachers in 'Note to Teachers' circa 1920**

A teacher’s work is comparable to water flowing. If we fail to comprehend people who deserved to be enlightened and fail to consider their preferences, both our efforts and theirs will be in useless. The accomplishment of a teacher’s work is not found in teaching one or two subjects, getting a specific grade, or completing a bachelor's degree or matriculation. Effective learning includes pointing out peoples’ about their limitless potential. Respecting one's capabilities is necessary in attain this. The focus must be on the unique growth and potentilities. They require to be led down the path of self-knowledge rather than being taught.

**A brief report of Mamata Pandya, the granddaughter of Gijubhai.**

Gijubhai carefully monitored the children's reactions as he tried out novel strategies and made an account of them. He also saw that for his child experimentation to be successful, parents and teachers would need to comprehend and use the same principles. Therefore, he penned about them, notably mentioning parents (Ma Baap Thavu Aghru Chhe and Aa Te She Mathaphod) and teachers (Prathmik Shikshak).

In the book titled Divaswapna (Daydream), all Gijubhai's explorations, findings, notes, and ideas for an alternative style of schooling came to fruition. This is a made-up tale about a teacher that closely resembles Gijubhai's own observations.

**NEP- 2020**

` Realizing one's full capabilities, creating a fair and perfect society, and advancing global progress all depend on education. The main target is ensuring everyone has the equal scope to receive high-quality education. In regards to upliftment of economy, " social fairness and equality, technological improvements, national integration", and safeguarding cultural heritage, India's continuous rise and authority on the international stage are crucial.

The best method of cultivating and employing our nation's numerous gifts and wealth for the shake of "the individual, the society, the country, and the universe" is through universal excellent educational opportunities. Our country may get the most young population in the whole universe in the next upcoming ten years, and the future of our own country may be over hanged on our capacity to offer them chances for an excellent educational experience.

**Glance of NEP-2020f**

The Policy's perception is to promote in student populations a profound feelings of vanity for being Indian, not just in thought in the mentality also , mind, and actions, in addition to help them gain "knowledge, skills, values, and disposition that support" an accountable dedication to upholding human rights, promoting equitable prosperity and existence too, and promoting global happiness, thus showing what it really wants to mean to be a truly global citizen.

The panorama of consciousness is changing quickly on a global scale. Many jobs requiring little skill could be replaced by machines due to significant technological and scientific innovations like the outbreak of machine learning, big data, and artificial intelligence. So , there may be huge requirement of competent employees with expertise in computer science, mathematics and data science at the same time multi-disciplinary skills in the social sciences as well as the humanities in general With a changing climate, rising pollution, and declining natural resources, a significant change in how we satisfy the world's energy, water, food, and resource needs. the requirement for more trained workers, especially in chemistry, biology,and hygiene, social science, physics, the agricultural sector, and climate science.

The increasing frequency of pandemics and epidemics will necessitate joint investigation into managing diseases that are transmissible and vaccine advancement, and the ensuing socioeconomic challenges will increase the requirement of interdisciplinary education. As India grows closer to being a developed country and the greatest economies in the globe, there may be a huge and rising demand for humanities and the arts.

The system must undergo substantial improvements that bring the greatest levels of excellence, equity, and transparency into every field of the social and cultural system, from "early childhood care and education through higher education", in order to close the distances between the existing status of outcomes in learning and what is necessary.

This NEP- 2020, which aspires to answer the numerous expanding developmentally appropriate obligations of our nation, is the newest education approach of the 21st century. In order to develop an innovative model that is at per with sublime objectives of 21st-century education, this Policy suggests revising and overhauling every statra of the academic framework, by covering its straight and fair regulation and control.

The supreme development of each individual's extraordinary inborn capacities is emphasized heavily in education policy. It is exclusively depended on the ideology that education must bring out the development of not only "cognitive abilities"—including "foundational" abilities like "literacy and numeracy" as well as "higher-order" abilities such as "critical thinking and problem solving" —but also of emotional abilities, social, ethical, and characteristics.

NEP-2020 has been guided by the extensive body of prehistoric and timeless "Indian knowledge and thinking" . At per with the thought and philosophy, the Worship of "knowledge (Jnan), wisdom (Pragyaa), and truth (Satya)" was mostly seen as the pinnacle of individual aspiration. The moto of ancient India education system was the total realization and freedom of the self, not only the knowledge accumulation to prepare for living in this world or life after school. High standards for transdisciplinary teaching approach and also research were set by outstanding educational institutions in ancient India, including Takshashila,

Nalanda, Vikramshila, and Vallabhi, which also welcomed researchers and students from other origins and nations.
The Indian educational system offered outstanding thinkers like Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, Gautama, Sankardev, Maitreyi, Gargi, and , among many more. of others, who made Indian philosophy and culture have had a significant influence on the globe. In addition to being fostered and protected for future generations, these valuable contributions to world heritage must also be improved, explored, and used in new ways through our educational system.

**Fundamentals of this Policy**

The aim of education is to create deserving people who are competent to think critically and perform, who are courageous and resilient, who have a scientific mindset and a imagination, creative and who have strong ethical roots and morals. In order to create the equal, inclusive, and pluralistic society that our Constitution envisions, it aspires to create active, effective, and actively involved citizens.
A good educational setting is one where each student is made to feel welcome and taken care for where an encouraging and safe educational environment presents, where a variety of learning opportunities are provided, and where all students have access to appropriate physical facilities and resources that are conducive to learning. Every educational institution must strive to achieve these attributes. In addition, there must also be perfect synergy and synchronisation among institutions and across all educational levels.The key concepts that will direct both the larger educational framework and the various institutions within it are as follows:

- ❖ comprehending, spotting, and nurturing each student's distinct strengths by educating parents and teachers on the need of supporting each pupil's overall growth in all academic and extracurricular areas;
- ❖ placing the utmost importance on all pupils attaining basic mathematical and literacy skills by class-III;
- ❖ adaptability, allowing students to select their learning pathways and programmes and, in turn, their own life paths in line with their capabilities and inclinations;
- ❖ no clear distinctions within the humanities and sciences, extracurricular and academic pursuits academic and vocational fields, etc., so to avoid damaging bureaucracies and barriers between various fields of study;
- ❖ a multidisciplinary education that integrates the social “sciences, arts, and sciences; sports, humanities “ and a transdisciplinary world to guarantee the coherence and thoroughness of all knowledge;
- ❖ placing more value on grasping ideas than memorization and studying for examinations;
- ❖ “creativity and critical thinking” to promote rational decision-making ability and innovative power;
- ❖ morality, humanism, and constitutional principles such as civility, cleanliness, respecting for elders, democracy, service-mindedness, and a scientific outlook; as well as “freedom, responsibility, pluralism, equality, and justice;”
- ❖ encouraging ‘multilingualism” and the value of learning language in education;
- ❖ an emphasis on continuous formative evaluation to foster comprehension , not only on summative testing that fosters today's "coaching culture";
- ❖ the widespread use of technological advances in educational administration and planning, obstacle to language removal, and accessibility for Divyang students;
- ❖ respecting diversity and the regional context in every curriculum, instructional design, and policy;
- ❖ complete “equity and inclusion” as the guiding principles in all academic decisions to affirm that all children may succeed in the educational system;
- ❖ curricular harmony at educational syages, from pre-kindergarten to higher education, from schools to higher education;
- ❖ There will definitely be "light but tight" regulation structure to guarantee the the reliability, openness, and efficient exercise resources of the academic system through inspection and open communication by motivating inventiveness and unconventional ideas through freedom, “good governance, and empowerment>
- ❖ Teachers of all fields and faculty will remain the focal point of the learning process;
- ❖ Excellent quality education and over all development will require exceptional research;
- ❖ Achievements of the learners will be continuously reviewed based on ongoing research and regularly evaluated by educational professionals.

- There will be a deep rutted feelings of pride and rootedness in India's traditions, system of gaining knowledge, and rich, diversified, both past and present culture of the country;
- Since education is an essential public service, everyone should have entry to a good education.
- significant financial support for a robust, dynamic open education system, as well as
- urging and backing for genuine humanitarian private partnership and involvement of community.

**Similarities of ideas, thoughts and philosophy**

The National Education Policy 2020 and Gijubhai Badheka reflect similar viewpoints regarding language learning, professional development for educators, early childhood care, vocational education, and sports, among other topics.

I. **Learning in peer groups:** Young children are more likely to experience from their fellow learners than from teachers. Children mostly learn different things through engagement. They get a lot of knowledge from their engagement including collaboration and planning. The kids discover how to evaluate their strengths and limitations. They also correct themselves by mixing.

II. **Language:** The NEP has emphasized the value of mastering the many Indian dialects. Along with the opportunity to learn Sanskrit, students will also have the option to become fluent in the limited regional Indian dialects. They will also have the chance to learn foreign languages.

III. **Training for Teachers :-** Here, teachers will learn how to be productive teachers, how to pique students' interests and motivate them, as well as , how to identify the root causes of improper student motivation.

IV. **Exam Reform :-**The fundamental goal of this exam structure change is to promote holistic learning and do away with the need for extracurricular private coaching or tuition. Classes III, V, and VIII students will focus more on literacy and knowledge tests than how much they can recollect or memorize by rote.

V. **Universalizing Access To Early Education:-** The vision of ECCE is for the children's whole growth and well-being. It is understood that a child's brain develops between 85% and 90% by the time they are 6 years old. Therefore, it becomes extremely important to have appropriate stimulation to get optimum brain development. Here, ECCE ensures appropriate stimulation for the children's growth and development. More or less, ECCE will cover things like alphabets, numbers, counting, activities both inside and outside, problem-solving, crafting, theatre, etc. Good conduct, ethics, teamwork, personal cleanliness, culture, social relations, and artistic development are additional key areas of concentration.

VI. **Participation of parents, educators, and other societal stakeholders:** Teachers will participate in the School Management Committee along with local officials and parents. The design of the school will make it appealing to the students. For the pupils' overall growth, special arrangements for clean drinking water, secure infrastructure, internet, libraries, and sports equipment will be available.

VII. **"Learning for Life" -** The primary goal of NEP 2020 is to abandon the concept of rote learning in favour of holistic and all-around growth. Education should be interwoven with nature, should be pleasurable rather than tedious or boring, and students should be passionate about what they are learning.

VIII. **Vocational training: -** learning by self and the education system that targets learning by performing will be fostered, as well as vocational education.

IX. **Inclusive Education:** NEP 2020 aims to increase student enrolment. For all-around growth, many efforts, such as equal opportunity programmes and scholarship programmes, will undoubtedly concentrate on socioeconomically disadvantaged populations. Some of the measures for educational equity include the creation of Special Education Zones and the Gender Inclusion Fund.

**Conclusion-**

For an educated person, continuous learning is an active pursuit. But the foundation for further education and lifelong learning initially depends on primary education. The importance of freedom in the academic environment was emphasized by Gijubhai Bhadeka and NEP-2020, who also lamented the limitations imposed on conventional educational systems by bureaucratic red tape. Both theories specifically condemned a education procedure that didn't allow young children to learn in the "free" and "natural" environment. Ideas about education, especially those that address a child's first stage of growth and learning, are still very relevant today. The emphasis on obeying so called "rules and regulations" in the educational arena left little chance for teachers or parents to implant vitally important inventive advances in the children they were raising. To become more inspired to teach and assist the learners in becoming practical as well as high achievers, they must take charge of their ongoing education. In conclusion, it is pertinent to be claimed that there is no alternative to the ideology that learning should be interesting, comprehensive, holistic, and pleasurable for the learners' overall development.

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