



Recommendations of NEP-2020 for Primary Education and Relevance of Gijubhai Badheka in this Context.

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Abstract: -

The New Education Policy 2020 is a significant development in the field of educational attainment and overall upliftment of educational attributes in India, with a special emphasis on primary education. The goal of the policy is to change the Indian Educational System. Therefore, it is imperative to evaluate all facets of the Indian educational system in its context. The purpose of this essay is to go over the numerous aspects of primary education as outlined by NEP 2020. The different features of NEP-2020 for the growth of the primary education system in India will be thoroughly explained to readers of this paper. NEP-2020 guarantees Universal Access at all educational levels, from kindergarten to 12th grade. India is to become a super power of global knowledge, according to NEP 2020.

Gijubhai Badheka, a pioneering school teacher from India who has published significantly on the subject of children education, introduced the Montessori educational philosophy to the country. His beliefs regarding how an infant's mind nurtures in the preschool years or developmental stages are crucial. Gijubhai Badheka opposed the British educational system that was used in the nation. He claimed that the system of colonialism restricted teachers' ability to propose novel theories or notions that would pique students' interest in learning. Gijubhai's work appeals to a wide range of people by blending his eloquence of thinking, dedication for expressing thoughts, and gift for language with a style and vocabulary that all readers can readily connect to. Gijubhai Badheka published a great deal for kids, teachers,



and parents during the brief time from 1920, when he started on his dream, until his untimely demise in 1939 at his golden years of 54. He also carried out his adoration for, and implementation of, the goals of pre-school education and developing children which are reflected in NEP-2020.

Key words: - NEP-2020, primary education and Gijubhai Badheka

Methodology:

The approach used for this study entails a theoretical examination of the key components of the National Educational Policy-2020, its framework, highlighting different sections of the NEP-2020 policy, and comparing them with the Gijubhai Gijubhai Badheka ideology, which he expressed more than a century ago and is still present in the present-day Indian system of education.

The Indian education system is a legacy of colonialism that was designed to erode the foundation of educational achievement by creating opportunities for rote learning, which is creating a nation of only attractive imitators rather than people in leadership positions. Nep supports overhauling India's whole educational system. There are a number of issues with India's educational system. Here are a few of them:

1. Teacher shortage: The primary issue facing India's school system is the lack of qualified educators.
2. Teaching strategies: India's teaching strategies are underdeveloped. The procedures used in schools are not effectively organised, and the teachers are not properly trained.
3. Financial Issue: Because of economic difficulties, many youngsters are unable to attend school. Many pupils who stopped attending school did so because their family's meagre income made it impossible for them to support themselves.
4. Indian schools' quality: Schools in remote areas don't have any teachers. In some schools, there are too many students and inadequate infrastructure facilities for them.
5. Political Aspect: Political figures in India have a lot of influence over the schools.



6. Diverse system: various regions of the nation have various educational systems. It is difficult for pupils to cooperate in the modern world when the educational system is diversified.

To overcome the issues the government has designed a number of initiatives, including new education policies, to enhance the educational system. On July 28, 2020, the Indian Parliament ratified the NEP -2020. Over the course of more than fifty months of discussions and workshops, the Indian government compiled comments from 2.5 lakh stakeholders and provided it to both national level parliamentary committees. The suggestions of the committee, which was led by Dr. Kasturirangan, a former ISRO chairman, formed the basis for the new education strategy that the Indian government unveiled in 2020. The Education Policy of 1986 has been replaced by this policy. NEP-2020 aims to focus on universal access to early child care and education through the following key tenets.

- ❖ *Equal opportunity & inclusiveness;*
- ❖ *Involvement in the community;*
- ❖ *Emphasis on logical comprehension;*
- ❖ *Developing unique abilities;*
- ❖ *Acknowledging variety and the local context;*
- ❖ *Imparting critical thinking and creativity;*
- ❖ *Use of technological innovation; and*
- ❖ *Persistent assessment.*

These will be accomplished through early childhood preparatory programmes, multifaceted learning approaches, and basic learning curricula. To guarantee that all children are granted access to education at all levels, schooling places a strong emphasis on numerous avenues, re-engaging dropouts, building schools, supporting a substitute and creative education facilities, achieving the intended outcomes, and tutoring by peers at every stage. The NEP 2020's primary goal in terms of education in schools is as follows:



- ❖ **Free, beneficial, and outstanding day-care** in schools for all children ages 3-6. The complete growth of the kid is the goal of this programme.
- ❖ All children in classes five and up will have mastered the essentials **of mathematics and reading**.
- ❖ All kids from the ages of 3 to 18 will be able to **attend free, indispensable, quality schooling by the year 2030**.
- ❖ To **encourage collaborative use of resources** and enable more local, efficient, and effective school governance.
- ❖ India's school system is rejuvenated by **effective regulatory** and accrediting structures, which guarantee legitimacy and transparency while also promoting excellence and creativity to raise academic results.
- **Early Childhood Care and Education:** - Early Childhood Care and Education (ECCE) has been given priority in the NEP 2020. The New Education Policy emphasises a strong foundation for Early Childhood Care at various academic levels. NEP-2020 guarantees that all children between the ages of 3 and 6 get quality early childhood care and education. The Right to Education eligibility range is increased by NEP-2020 from 6 to 18 years. The policy promotes universalization of ECCE with the aim of having all kids "school-ready" by 2030. Investment in play areas and kid-friendly structures, as well as a six-month certification programme for ECCE teachers and Anganwadi employees', Continuous Professional Development (CPD). Improvement of curiosity, collaborative and teamwork skills, logical thinking and problem-solving, based on play and invention-based education, arts, crafts, and music, ethics, relationships with nature, self-identity, colours, shapes, alphabets, and numbers, etiquette, behaviour, and emotional development will all be emphasised in the early years of learning. The curriculum is being simplified to focus on basic concepts, critical thinking, collaborative instruction, and experiential learning.
- **Decrease Dropout Rates:** - The existing 10+2 structure will be switched to a new 5+3+3+4 academic system by this NEP 2020, which will represent ages 3–8, 8–11, 11–14, and 14–18, accordingly. NEP 2020 has two goals: one is to reintegrate 2 crore children who are not in school back into the mainstream through an open schooling



system; the other is to universalize education from preschool to secondary level with 100% Gross Enrolment Ratio (GER) in school education by 2030. Universal Access to Education at All Levels is provided through NEP-2020.

- **Holistic Development:** - The NEP-2020 programme fosters holistically incorporated, and fun education in schools. The law promotes the use of native languages as the primary medium of teaching at least until fifth-grade education. It encourages the use of various languages in middle and secondary schools in addition to multilingual teaching and learning materials. Using a multidisciplinary approach and focusing on essential skills for learning can cut down dependency on content. Computational thinking and other cutting-edge topics are presented in middle school. According to NEP-2020, the emphasis in education is placed on competency-based learning, curricular integration, and the growth of a mindset based on science. By placing equal value on all professions, emphasising digital literacy, and using several languages in the classroom, there is no clear distinction between topics and learning. The NEP-2020 places further emphasis on the need for students to graduate from high school with knowledge of sports, physical education, health, and wellbeing.
- **Change in the examination Pattern:** - The examination method emphasises the evaluation of fundamental ideas and information, higher-order abilities, and how they are utilised in practical contexts, while eliminating mechanical learning and testing on the accomplishment of crucial learning objectives. The school outcomes won't be compared to students' IQs; rather, they will only be used to improve excellence and advance the institution. To monitor progress, an overall evaluation will be conducted at key stages 3, 5, and 8. In addition, NEP-2020 suggests a comprehensive holistic advancement card with 360-degree evaluation results from self-assessment, peer-assessment, and teacher assessment on project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc. to reflect the progress individuality of learners in the intellectual, psychological, socio-emotional, and psychomotor domains.



- **Teachers' Education:** - The minimal qualification required for teacher education is proposed by the policy. A minimum B.Ed. certificate is needed to teach from the foundation stage through middle school education, and a Master's degree in a multidisciplinary field together with a one-year M.Ed. qualification is needed to teach at the secondary education stage.
- **Inclusive Education:** - In NEP-2020, it expects Education that is equitable and inclusive. It encourages learning for everyone. Socially and financially underprivileged populations (SEDGs) were highlighted. It features Special Education Zones for underprivileged areas and populations as well as a distinct Gender Inclusion Fund. Other significant challenges concern reducing category-wise gaps in educational opportunities for children with special needs, physically challenged groups, and socially and economically disadvantaged students.
- **Use of Technology:** - Other aspects of the policy emphasise the widespread utilisation of technology to uncover and nurture hidden abilities, combining vocational education at all levels, providing special support for gifted and disadvantaged students to pursue interests outside of the core curriculum through special project clubs, Olympiads, and competitions, and more.
- **Proper Monitoring:** - The State School Standards Authority (SSSA), the mandatory self-disclosure policy on school websites, and the periodic assessment and accreditation of all public and private schools will be used to monitor the quality of education provided in schools.
- **The midday meal will** include nutritious food. It is a reality that little ones who are severely malnourished and ill can't study effectively. Learners hardly learn while they are hungry. As a result, as a supplement to the midday meal, the student will receive healthful nourishment for breakfast such peanuts, gram or fresh fruits from the area. The young children's physical health, specifically their psychological well-being, will also be attended to.
- The lecture method for classroom instruction will no longer be used in classes in near future. The best techniques are **always interactive methods**. More playfulness, imaginative teamwork, and exploration will distinguish it.



- The abilities of cooperation, **autonomy**, **disciplined behaviour**, collaboration, accountability, nationality, and others will be taught to the kids.
- Possibilities to gain knowledge about **Indian values**, capabilities. and competencies will be strengthened. Every pupil needs to study specific topics, competencies, and capacities while having a lot of freedom in selecting their particular programmes in order to develop into effective, inventive, responsive, and productive humans in today's quickly changing world.
- According to state and local community decisions, every student will be enrolled in an **enjoyable programme** from grades 6 to 8 that comprises a survey and practical instruction in a selection of vocational crafts like woodworking, electrical work, metal work, gardening, making pottery, etc.
- **Ample resources for reading, including books, journals**, and other teaching-learning resources, will be made readily accessible and libraries and laboratories will be reinforced.

Views of Gijubhai Badekha on Education: -

On November 15, 1835, Girijashanker Badheka, also known as Gijubhai, came into the world. He was raised in the Gujarati city of Bhavnagar. He is called "Moochhali Maa" (literally, "mother with whiskers") which is given by Mahatma Gandhiji. Gijubhai Badheka was a high court attorney, but with the birth of his son, Naendrabhai in 1923, he became interested in child education and child development. He established the "Bal Mandir" pre-primary school in 1920. Several works in the area of education were published by a him, including Divaswapna.

We must first examine the conditions that lead Gijubhai to have a completely different perspective on education before we can comprehend his ideas on it. He has made amazing contributions to education generally and to the educational system specifically. In reality, he brought academic achievement a new form and purpose. He was unhappy with the educational system, particularly with how instruction and learning occurred in classrooms. He used the effective educational theories of Frobel, Dalton, and others extensively and was greatly impacted by the Italian educator and thinker Dr. Maria Montessori.



In Gujarati language Gijubhai Badheka expressed his clear, realistic, easy-to-understand thoughts through the words he wrote. His whole process of teaching-learning concentrated on storytelling, experimentation, using activities, , and other traditions of culture to spread understanding. Gijubhai Badheka is one among numerous theorists and intellectuals who speak in the subject of child education who made an exceptionally straightforward yet powerful argument. He created fascinating narratives in his works of literature for children while also sharing intelligent insights about humanity, the environment, and surroundings. He does this by using language in a humorous manner. These consist of poetry, humour, and a call for the person who reads or listens to get involved. In his works for parents, he conveyed crucial concepts of child development and child rearing using straightforward, frequently common phrases and relevant instances from daily life. He transforms the substance of the teachings of Montessori and procedures into the right vocabulary and strategy for a typical primary school teacher in his writing for teachers. He documents his perceptions of children's behaviours in written pieces published in Shikshan Patrika and Dakshinamurti, and he also makes an effort to relate these insights to psychology and teaching.

The simplicity of his presentation of the circumstance and the action he takes to deal with the issue at hand reveal the strength of his ideas. In the scenario of primary classes in India, he serves as an example of a reflective teacher with a very quick intuitive ability to respond and act. . He writes in a manner that makes it seem as though he is speaking directly to the reader, giving the impression that since these are the reader's own thoughts and statements alone, no one else would have dared to give them the proper form or offer an answer. Many of us would have followed Gijubhai's lead or wished we had come up with the same idea. His belief in what he writes and the viability of what he is doing show how simple he is.

He had full trust in the keep changing-enabling possibilities he wished to test out with kids. As educators, we have given up arguing for modifications and alternatives due to claims that they are impractical, utopian, or a variety of comparable claims. . He bemoaned the restrictions placed on traditional educational approaches by excessive work load. Gijubhai Badeka overcame opposition from the educational system by carrying out his objectives through the special institutions he founded.



The system appears resistant to adapting to our particular demands. We all find it difficult to balance the demands of our jobs, the system, and our own personal needs. The answer, according to Gijubhai, is that the secret is inside. As soon as we begin challenging the structure, we understand that we, too, must carry out the task of educating others well.

- ***Fit Indian Circumstances:*** - Though he used concepts from the west, he methodically geared these ideas to fit Indian circumstances. His method of teaching was indigenous in nature and appropriate to the Indian development and promoting-cultural fabric. His ideas are contained in the simple explanation of the circumstance and the steps he is doing to address the issue raised in that circumstance. He is a prime example of a reflective educator who has the common sense to respond and act in accordance with the first guideline in the Indian setting.
- ***Inclusive Education:*** - Dalits were welcomed by Gijubhai into the Dakshinamurti organisation. Additionally, he was in charge of rehabilitating farmer families who had fled their houses during the Bardoli Satyagraha. Even now, in the little hamlet of Bhavnagar, educators still use Gijubhai Badekha's instructional techniques at the school he built. It is a significant location for educators, teachers, and anybody interested in cutting-edge teaching techniques.
- ***Learning Environment:*** -Gijubhai Bhadeka emphasised the need for independence in the learning environment
- ***Child's Happiness, :-*** The educational philosophy of Gijubhai Badheka is special. Instead of using robotic learning, he placed the biggest importance on a child's happiness, health, joy, and tranquilly. Gijubhai Badheka provided the following summary of his ideas. In particular during his early years, he opposed an educational system that did not provide kids the ability to learn in a "free" and "natural" atmosphere. He was inspired by the Montessori educational philosophy and made the audacious decision of experimenting with other modes of knowledge transfer. Ghijubhi has repeatedly attempted to establish a space wherein kids are able to convey themselves freely.



- **Importance of Games and Sports:** - Games provide genuine education. Gijubhai Badheka believed that the playground is where great powers are developed. Games help to develop character. He said, “Games are real education. Great powers are born on the playground. Games mean character building”.
- **Humanitarian Viewpoint:** - Gijubhai essentially took a humanitarian viewpoint. Humanistic thought has its roots primarily in a child's sense of self. He believed that a child should put their own self-esteem first. A child's abilities will undoubtedly increase if they have a favourable view of themselves. A kid also strives to identify its flaws and work on them. He argued that learning should be used as a tool to reach the pinnacle of one's own achievement rather than as an end in and of itself. 'Self-actualization' is the name given to this specific idea.
- **Self-Motivation:** - Gijubhai Badekha asserts that intrinsic rewards are more potent and efficient than extrinsic ones. A child ought to recognise their need for education. Instead of being drawn in by rewards like prizes, medals, stars, or places, kids should be motivated by themselves. As professionals, we may all feel the need for genuine chances to study ways of life, their actual meanings, and their purposes. The goal is to maintain genuine, meaningful lives and to help learners live such lives throughout their educational experiences.
- **Discipline And Cleanliness:** - Along with subjects of study, children require to learn orderliness, discipline, and cleanliness. If they promote discipline, common games that are played on street corners can also be performed in schools. Plays are a great way for kids to learn novel ideas and games.
- **Against Ranks:** - By allocating ranks, Gijubhai never evaluated the abilities of his students. He believed that assigning grades or rankings simply served to incite hostility and jealousy and to foster unfair rivalry among kids. His guiding principle was to acquire information with enjoyment. He opposed the system of determining abilities by rankings and exams.



- **Curiosity Of Learners:** - Only a couple of tasks pique the curiosity of learners. Each student is different and has their own preferences. It is important to identify their preferences while excluding dissatisfaction. He believed that children should only be inspired to become experts in the things they find fascinating them.
- **Against Examinations:** - Children are required to study for examinations, but examinations are not everything, claims Gijubhai Gijubhai Badheka. They should have access to both reading and playing games. He showed a lack of interest in assignments involving paper and pencil.
- **Storytelling:** - It's possible that learning different subjects the same way won't have the same impact. Gijubhai favoured using storytelling for teaching in history. He thought that telling a tale instead of simply describing an incident would help kids memorise it more effectively.
- **Experimentation:** - By stating that "experimentation" is the secret to bringing about evolution, Gijubhai demonstrates what's attainable. A teacher can do a number of measures to ensure that "real learning" occurs and that it is not just for tests and some external rewards if they have an unwavering desire to learn, to question the current system, techniques, and even the inability of a particular teacher or student. Gijubhai Badheka stressed on the need of fostering a learning atmosphere in educational settings that encourages pupils to 'explore' rather than obediently listening to what the instructor says.
- **Use Of Technology:** - Gijubhai also used to show films in the class to motivate the little students of his class.
- **Divaswapna:** - Gijubhai's book Divaswapna, which continues to serve as a testament to new ideas in educational theory and practise today, contains the fundamentals of his educational methodologies.

Conclusion: -

The New Education Policy 2020 places a strong emphasis on pupils' overall development. Positive results from the NEP 2020 are seen in the improvement in basic learning, equity, and quality in the field of Primary education. Education has evolved to be flexible and multidisciplinary in order to meet the demands of today's students. Lifelong learning is an



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educational process. But the basis for subsequent learning and lifelong learning is foundational education. One of the well-known educationalists who advocated for a child-centred approach to schooling is Gijubhai Badheka. His ideas on education are extremely pertinent to the nation's current educational landscape which was given 100 years back. His approach to Child centric education is constructivist, which is used in both teaching and learning. Learning more about Gijubhai clearly, it created possibilities in the primary educational system to be beneficial for both students and teachers. In an attempt to emphasise what constitutes genuine learning or high-quality education, the paper explores Gijubhai's accomplishments as they relate to the current status of education in India. The belief is that his works and writings are still significant today.



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