



GIJUBHAI IN THE CONTEXT OF PRE-PRIMARY EDUCATION

Meenakshi Sharma^{1*}, Dr. Bhawna Kulshrestha²

Abstract:

Since independence till today, India is struggling with a major problem. That is public primary education. But till date he has not been able to achieve this goal, the main reason for this is the lack of pre-primary education. Pre-primary education is not present in the area or even if it is present, it has become a short form of primary education. While on one hand nursery schools are becoming the center of attraction, on the other hand rural regional schools are continuously losing their dignity due to lack of economics. The Government of India and the State Government are making efforts to overcome this problem. But despite all efforts, dynamism is not visible in primary education. From time-to-time thinkers have also paid attention to this. In such a situation, we remember Gijubhai (Shri Girija Shankar Bhagwan Badheka), born in Gujarat on 15 November 1885. Who made arrangements for life-enjoyable education for children, but after his death, his experiments in the field of child education remained limited to his children's temples. Due to lack of publicity and neglect of academics, he could not reach the national level. Today, the field of pre-primary education is continuously growing and Gijubhai's Bal Darshan is related to pre-primary education.

Keywords – Primary Education. Educational development.

^{1*}Research Scholar, Suresh Gyan Vihar University Jaipur, Rajasthan,
Email: Meenakshisharma71274@gmail.com

²Assistant Professor, Suresh Gyan Vihar University Jaipur, Rajasthan

***Corresponding Author:** Meenakshi Sharma

*Research Scholar, Suresh Gyan Vihar University Jaipur, Rajasthan,
Email: Meenakshisharma71274@gmail.com

DOI: 10.53555/ecb/2022.11.6.87

Introduction

Indian culture is the gift of ages. Many thinkers, thinkers and spiritual great men have emerged here from time to time, who have given a new direction not only to India but to the entire world with their thoughts. Today, even in the era of knowledge explosion, pre-primary education has not been able to reach those heights which it should have reached in these 64 years after independence. Since independence till today, India is struggling with a major problem that is public primary education. But till date he has not been able to achieve this goal, the main reason for this is the lack of pre-primary education. Pre-primary education is not present in the area or even if it is present, it has become a short form of primary education. While on one hand nursery schools are becoming the center of attraction, on the other hand rural regional schools are continuously losing their dignity due to lack of economics.

The Government of India and the State Government are making efforts to overcome this problem. Somewhere BEP, somewhere DPEP and Sarva Shiksha Abhiyan are being run, but despite all the efforts, there is no dynamism in primary education, which is a matter of concern for every educated and aware person. In such a difficult situation, the objective of universalization of further primary education can be achieved by making pre-primary education accessible to all, with quality and child-centric. From time-to-time thinkers have also paid attention to this. In such a situation, we remember Gijubhai (Shri Girija Shankar Bhagwan Badheka), born in Gujarat on 15 November 1885, who made arrangements for life-enjoyable education for children. But after his death, his experiments in the field of child education remained limited to his children's temples. Due to lack of publicity and neglect of academics, he could not reach the national level. Today, the field of pre-primary education is continuously growing and Gijubhai's Bal Darshan is related to pre-primary education. For this reason, an attempt has been made to present Gijubhai's educational ideas in the form of a research paper. Therefore, 'Gijubhai' has been selected in the context of pre-primary education.

Objectives of the study:

- To study the educational thoughts of Gijubhai.

Delimitation of the study:

The research study is limited to Gijubhai's ideas related to child education. In the research study, only Gijubhai's ideas related to the nature of education, objectives of education, curriculum of

education, teaching method, freedom, discipline, school, teacher, students and parents have been included.

Research Method:

Philosophical method of research has been used in the presented research study. On the basis of this method, an attempt has been made to know the educational thoughts of Gijubhai by analyzing the books written by him and the commentaries made on them by various researchers.

Primary sources of research study:

The following books written by Gijubhai have been used as the main sources of research study-

- From teachers
- Teachers should be like this
- Gijubhai's children's stories
- Being a parent is hard
- Trouble with parents
- Primary school teaching methods
- Vocational education in primary school
- Montessori Method
- Science of storytelling

Secondary Source:

Apart from the original sources, the following sources were also made the basis of the research study.

- Daydreaming from Gijubhai by Sahachintan - Dayal Chand Soni
- Gijubhai said- Himmat Lal Parikh
- Gijubhai's educational ideas and experiments - NCERT.
- Daydreaming An Analysis – Neerja Dhankhand
- Gijubhai's children's stories - Ram Naresh Soni
- Gijubhai as an educationist (research paper) – Vibha Da
- Usefulness of Gijubhai's educational ideas in the modern Indian context (research paper) - Nirmala Gupta
- Great educationist Gijubhai article Dainik Jagran, 15 November 2003 Rashtrabandhu
- Contemporary educational thinking and music teaching- Sushma Shah

Research Results

The following conclusions were drawn regarding the child education of Shri Gijubhai.

- 1 Regarding the nature of education, he believes that education is to remove the obstacles in the development of the inner powers of the child and to give positive impetus to his development. Therefore, education has two components. The first component is related to the identification of obstacles in the child's development and the

- second component is related to the process of removing the obstacles. All activities of education are based on these two components.
- 2 His views related to the objective of child education are mentioned in the front lines.
 - Objective of developing health habits in children.
 - Objective of developing key skills required for personality adjustment.
 - Objective of development of senses.
 - Objective of developing imagination power.
 - Objective of self-development.
 - Objective To develop the ability to express thoughts and feelings with fluency, clarity and accuracy.
 - Objective of developing concentration power.
 - Objective of developing creative power in children.
 - Objective of developing the power to earn a livelihood
 - 3 Shri Gijubhai's views regarding the curriculum of education have been mentioned in the following lines. At pre-primary level, he includes 9 subjects in the curriculum which are as follows- 1. Mother tongue, 2. Music, 3. Mathematics, 4. Painting, 5. Vocational education, 6. Environmental education, 7. Health science, 8. Moral education, 9. Religious education. In short, it can be said that he was in favor of an activity-oriented curriculum, but at the same time he considered it necessary to include all three aspects of education, cognitive, emotional and practical, in the curriculum.
 - 4 Shri Gijubhai's views regarding education methods- At the primary level, he considers questioning method, pair method, drama experiment method, combination and separation method, example and theory method, direct method and philosophy method, chronological method, ban method and listening method, story method as best. Apart from this, film and master the method was also considered necessary for effective teaching of all subjects.
 - 5 Gijubhai was in favor of practical examination. They wanted to make the examination free from fear, nervousness and stress.
 - 6 Gijubhai was a strong opponent of housework. He believed that children should come to school with only their hands and legs and when they returned home, their text books etc. should remain in the school.
 - 7 Gijubhai considered school as a children's temple. Just as God is worshiped in a temple, similarly the school should suit the needs of the child.
 - 8 Gijubhai looked at the teacher as a priest. He believed that only the person whose all-religious activities are imbued with teaching, who sees his spiritual goal in the success of sacred teaching, is eligible to become a teacher.
 - 9 Gijubhai's aphorism about the child was 'Bala Devo Bhava'. That is, he considered the child a god. According to him, "The soul of the child is free. She wants to move towards her definite goal. She expects from us that we will provide her with favorable conditions for her desired work and provide her with no obstacles." His belief was that "the child has his own conscious personality." He is the one who creates his own form. He can also mold himself according to the qualities of his nature. Parents and teachers should not hinder his work, but should observe all his activities and remain nearby to help him where needed.
 - 10 In Gijubhai's view, parents and teachers are two interdependent components of a child's development. He had four expectations from the parents for the proper development of children.
 1. Following one's own moral rules.
 2. To treat your children lovingly.
 3. Do not scold them on every issue.
 4. Do not show fear or greed to children.
 - 11 Gijubhai's concept of Children's University, Children's Dictionary is a unique innovation in itself. With the establishment of Children's University, a unique experiment can be done in the field of child development.
 - 12 In the context of discipline and freedom, he considers the role of the teacher to be important in maintaining discipline in the teaching process. He was in favor of using the following methods to establish discipline.
 - By satisfying the intellectual and emotional needs of children
 - By instilling enthusiasm in them
 - By building good habits in them
 - By making full use of their abilities
 - Through sports.
 - 13 Gijubhai's educational ideas are still useful in the following areas.
 - In pre-primary education.
 - In primary education.
 - In teacher education.
 - For parents.
 - In establishing discipline.

Implementation of Research Results

Research is a purposeful activity. It is edited to solve a problem. Therefore, after conducting the research, it is necessary to mention who can benefit from the research results. Therefore, the researcher

has mentioned in the front lines those individuals or organizations for whom the results of the present research study will be useful.

- Usefulness of research results for teachers:
- Usefulness of research for parents:
- Usefulness of research results for future researchers:
- Usefulness of the study results for principals of pre-primary education:
- Usefulness of the study results for policy makers of pre-primary education:
- Usefulness of the study results for teacher education (pre-primary level):

Suggested Future Study

As each study moves towards completion, it also points towards many new research problems. Any educational research is not just a theoretical exercise; rather some educational experiments can be done on its basis. Any educational innovation can be of many types. It is the responsibility of the researcher to present new research problems after the completion of the research so that other researchers in this field can get research vision. In this context, future researchers can focus on the following topics.

- A study of Gijubhai's educational ideas in the context of primary education.
- An experimental study of the effectiveness of the teaching methods propounded by Gijubhai.
- A study of the problems of pre-primary education.
- Comparative study of the present teacher training curriculum of pre-primary education and the curriculum developed by Gijubhai.
- Comparative study of ideas related to the primary education of Mahatma Gandhi and Gijubhai.

References

1. Badheka Gijubhai, Divaswapna (story of educational experiments) (translated from Gujarati) Suraj Prakash, translated New Delhi: Gitanjali Prakashan, 2006
2. Badheka, Gijubhai, Language Education in Primary School (Translation from Gujarati) Dinanath Dabe, Anu Jaipur: Gitanjali Prakashan, 2005
3. Badheka, Gijubhai, Reading letters in primary school (Translation from Gujarati) Dinanath Dabe, Anu. Jaipur: Geetajali Prakashan
4. Badheka, Gijubhai, Art Education in Primary School, Part-1 (Translation from Gujarati) Dinanath Dabe, Anu. Jaipur: Geetajali Prakashan
5. Badheka, Gijubhai, Art Education in Primary School Part-2 (Translation from Gujarati) Dinanath Dabe, Anu. Jaipur: Geetajali Prakashan
6. Badheka, Gijubhai, Ganpati Bappa Morya, Bikaner: Gujarati Samaj (in Gujarati)
7. Badheka, Gijubhai, Aa Te Shi Mathafodi, Bhavnagar: Shri Dakshinamurthy Vidyarthi Bhavan (in Gujarati)
8. Badheka, Gijubhai, Pragati Manan, Bhavnagar: Shri Dakshinamurthy Vidyarthi Bhavan (in Gujarati)
9. Badheka, Bal-Shiksha Mane Samjhayun Tem (in Gujarati) Bhavnagar: Shri Dakshinamurthy Vidyarthi Bhavan
10. Badheka, parents (in Gujarati) Bhavnagar: Shri Dakshinamurthy Vidyarthi Bhavan
11. Badheka, Maa Baap Thavun Aakrun Chhe (in Gujarati) Bhavnagar: Shri Dakshinamurthy Vidyarthi Bhavan
12. National Council of Educational Research and Training, Pre-Primary Education: An Introduction, New Delhi: NCERT, 2003.
13. National Council of Educational Research and Training, How to Teach Rimjhim: Teacher's Guide, New Delhi: NCERT, 2006.
14. National Council of Educational Research and Training, Education without Burden: Report of the National Advisory Committee: NCERT, 2004.
15. National Council of Educational Research and Training, Educational Thoughts and Experiments of Gijubhai: New Delhi: NCERT, 2004.
16. Gosaliya Divya, (2004). Chintak and Chintan, Perspective Year 11, Issue-2, August
17. Lal, Raman Bihari. (2005-06) Development of Indian education and its problems, Meerut: Rastogi Publication.
18. Lal and Tomar, World's Best Educational Thinkers: Meerut: R.Lal Book Depot, 2004
19. Pathak and Tyagi, (2007). Philosophical Principles of Education, Agra: Vinod Pustak Mandir
20. Pathak, Bharatlal, (2006). Gijubhai, Anorimana, January 2006, page 26-29
21. Pathak, Bharat Bhai (1978). Gijubhai's contribution to education (Translation from Gujarati) Soni, Ram Naresh, Anu Bikaner: Surjeet Prakashan.
22. Rai, Chhaya, (1980). Studies in Philosophical Method, University of Jabalpur.
23. Srivastava, S.S. (2006). Indian Education Research Journal, Volume 25, No. 1, January-June.