



A Child-Directed Education Method

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Abstract

Innovations today in education are largely limited to finding new teaching methods or using innovative technologies to making the learning process easier and interesting for children. With a fundamental aim of giving knowledge, education becomes synonymous to teaching where the teacher has the main responsibility of learning to take place. Though research has shown the advantages of child directed learning than a teacher directed one, we haven't been able to develop such a method that can be successfully implemented on a larger scale.

With this objective the present project is being implemented in a rural area in India with a group of children of around 8 to 12 yrs of age. The aim is to enable learning directed by the child, where the need of learning is emerged through the activities the child is involved in, that asks him to find for answers by himself. Through engaging in creative activities from crafts to making various science toy models, the child understands the need of knowledge in various areas of science, Mathematics, etc. that has to be applied in the activities.

The activities are not pre-planned or imposed as per a curriculum, but children are free to engage in their own activities of interest. The activities in the group however ask for a management structure to make the working smoother and organized. This management structure that evolves gradually includes rules of managing classroom and materials, learning and making models, distribution of responsibilities, daily documentation and reflection, etc. which generates diverse practical learning opportunities in various knowledge fields naturally for children also developing range of life-skills among them.

The education here no more remains limited to a teacher taught set up but becomes dynamic based on a practical working set up similar to an organizational structure. Thinking, questioning, discussing, problem-solving, discovery, etc. automatically emerge as the daily part of activities, teacher acting only as a facilitator. Working on strong student motivation and freedom, this initiative displays a unique kind of education structure and learning paths that satisfies many of our expectations about education.