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Child Centric Education.

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Abstract:

Child centered education in today's world is based on the thinking that students must be encouraged to learn at their own pace. Their study exercises should be tailored in accordance to their specific needs and with inclination towards their interests. The traditional methods of teaching more often do not produce desirable results. It is leading to students losing interest, piling up of home assignments and poor mental health for teachers, students and parents. Children love to learn when they enjoy their lessons. Child focused schooling makes learning relevant and fun, giving even the tired students an incentive to keep trying. The history of children specific education began in the twentieth century with ideas from John Dewey, Jean Piaget, Lev Vygotsky, and Maria Montessori. It is a reversal from the traditional teacher-centered understanding of the learning process and instead putting students at the center of the learning process.

Keywords: Child Centric, Education, Environment.

Introduction:

Student-centered learning puts students' interests first, acknowledging student voice as central to the learning experience. In a student-centered learning space, students choose what they will learn, how they will pace their learning, and how they will assess their own learning by playing the role of the facilitator of the classroom. This is in contrast to traditional education, also dubbed "teacher-centered learning", which situates the teacher as the primarily "active" role while students take a more "passive", receptive role. In a teacher-centered classroom, teachers choose what the students will learn, how the students will learn, and how the students will be assessed on their learning. In contrast, student-centered learning requires students to be active, responsible participants in their own learning and with their own pace of learning.

What is meaning of child?

Biologically, a **child** (plural **children**) is a human being between the stages of birth and puberty, or between the developmental period of infancy and puberty. The legal definition of *child* generally refers to a minor, otherwise known as a person younger than the age of majority. Children generally have fewer rights and responsibilities than adults. They are classed as unable to make serious decisions.

Child may also describe a relationship with a parent (such as sons and daughters of any age) or, metaphorically, an authority figure, or signify group membership in a clan, tribe, or religion; it can also signify being strongly affected by a specific time, place, or circumstance, as in "a child of nature" or "a child of the Sixties".

What is centric?

Centric means-

- 1.in or at the centre; central.
"Centric and peripheral forces"
- 2..**BOTANY** (of a diatom) radially symmetrical.

What is child centric?

Child centered-use to refer to ways of teaching and treating children in which the child's needs and wishes are the most important thing.

What is Education?

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, habits, and personal development. Education originated as transmission of cultural heritage from one generation to the next. Today, educational goals increasingly encompass new ideas such as liberation of learners, critical thinking about presented information, skills needed for the modern society, empathy and complex vocational skills.

Background:

Theorists like John Dewey, Jean Piaget and Lev Vygotsky, whose collective work focused on how students learn, have informed the move to student-centered learning. Dewey was an advocate for progressive education, and he believed that learning is a social and experiential process by making learning an active process as children learn by doing. He believed that a classroom environment in which students could learn to think critically and solve real world problems was the best way to prepare learners for the future.

Carl Rogers's ideas about the formation of the individual also contributed to student-centered learning. Rogers wrote that "the only learning which significantly influences behavior [and education] is self discovered". Maria Montessori was also a forerunner of student-centered learning, where preschool children learn through independent self-directed interaction with previously presented activities.

Self-determination theory focuses on the degree to which an individual's behavior is self-motivated and 'self-determined'. When students are allowed to gauge their learning, learning becomes an incentive, thus more meaningful. Placing students at the center of the classroom allows them to gauge their own self-worth which creates a higher degree of intrinsic motivation. Student-centered learning means inverting the traditional teacher-centered understanding of the learning process and putting students at the center of the learning process. In the *teacher-centered* classroom, teachers are the primary source for knowledge. On the other hand, in *student-centered* classrooms, active learning is strongly encouraged. Armstrong (2012) claimed that "traditional education ignores or suppresses learner responsibility".

A further distinction from a teacher-centered classroom to that of a student-centered classroom is when the teacher acts as a facilitator, as opposed to an instructor. In essence, the teacher's goal in the learning process is to guide students into making new interpretations of the learning material, thereby 'experiencing' content, reaffirming Rogers' notion that "significant learning is acquired through doing".

Through peer-to-peer interaction, collaborative thinking can lead to an abundance of knowledge. In placing a teacher closer to a peer level, knowledge and learning is enhanced, benefitting the student and classroom overall. According to Lev Vygotsky's theory of the zone of proximal development (ZPD), students typically learn vicariously through one another. Scaffolding is important when fostering independent thinking skills. Vygotsky proclaims, "Learning which is oriented toward developmental levels that have already been reached is ineffective from the viewpoint of the child's overall development. It does not aim for a new stage of the developmental process but rather lags behind this process."

Father of child centric Education:

Jean Rousseau is known as the father of early childhood education. Rousseau's theory of education highlighted the significance of expression to create a well-adjusted, freethinking child.

Objectives:

- a. The main objective of child centered Education is to enable the child to learn through experience which is permanent.
- b. The course and subjects should be experience- oriented to meet the need of the child.
- c. Child is the center of the whole education process.

Characteristics:

In the light of what has been said above, the following may be regarded as the characteristics of child-centred education.

1.Dignity of the Child.

The spirit of child-centred education upholds the dignity of the child in the academic and social fabric. Such a system of education gives due respect to the individuality of the child.

2. No Discrimination.

Child-centred education is above caste, creed, sex and economic and social background of the child. There is no place for discrimination of any kind in child-centred education.

3.Education-

the Fundamental Right. Child-centred education regards education as the fundamental right of every child. Every child is educable, no matter whatever is his social and economic background.

4. Curriculum, Syllabi, Teaching.

In child-centred education, curriculum, syllabi and teaching are organised in accordance with the needs and interests of children.

5. All-round Development of Child.

Child-centred education aims at total, all-round development of children. So, teaching styles and techniques should be geared to the wellbeing of the child which leads to his cognitive, affective and conative development.

6. Positive Discipline.

Child-centred education aims at positive discipline. While enforcing rules of discipline, child's dignity and individuality must be respected. The modes of punishment should not violate the basic human values. Teachers who indulge in such inhuman acts of punishment must be brought to the door of justice. Child-centred education condemns such misbehaviour on the part of inhuman teachers.

7. Continuous Evaluation.

Under child-centred system of education, the evaluation procedures should be continuous and remedial. Child's deficiencies are identified and remedial measures are instituted in progressive manner.

8. Helping Every Child to Acquire Minimum Level of Learning.

In child-centred system of education, teachers are more inclined to help children actualize their potential. In the words of G.L. Arora, "A teacher making use of child-centred approach ensures that each and every child acquires the minimum level of competencies in all the subjects."

9. Not Soft-Pedagogy.

Child-centred approach is not 'soft- pedagogy'. It is creating a child-centred ethos in the school under which child's right to education must be recognised. He should be helped to nurture and realise his creative potential.

10. Child-

the Nucleus. In child-centred approach to education, it is child who is the nucleus of the whole system. It is child who is to be educated. The teacher and all other agencies of education are really means to educate the child.

11. The Teacher is Important Too.

The child-centred approach to education in no way minimizes the importance of the teacher. In a way, the teacher's importance is enhanced and his functions become varied and complex. He has to study the child psychologically and has to adopt his methods of teaching to suit individual differences. In spite of transmitting knowledge alone, his function now is to develop the entire personality of the child.

Teacher's traits in child centric education:

Child centered teacher must be:

1. As a Facilitators and Guides.
2. Provide anytime, anywhere and on-demand support.
3. Embody core values that support deeper learning.
4. Truly encourage students drive their own learning.
5. Create real-world and authentic learning experiences.
6. Leverage technology to personalize learning.
7. Commit to professional and personal growth.

Curriculum for child centric education:

It stimulates early brain development. It allows children to create and imagine, which is an important aspect of child-centered education. Play promotes healthy development and critical thinking skills and reinforces memory. Playing also provides opportunities for children to learn social interaction.

Developing a Student-centered Classroom:

1. Turn your classroom into a community.
2. Develop trust and communication.
3. Develop trust and communication.
4. Create an environment where mutual respect and a quest for knowledge guide behavior—not rules.
5. Replace homework with engaging project-based learning activities.
6. Develop ongoing projects.
7. Allow students to share in decision making.
8. Allow students to share in decision making.
9. Get students involved in their performance evaluation.

Criticism:

1. Lack of suitable teachers.
2. Lack of awareness can be noticed.
3. Need a lot of money, which is hard to find.
4. It is difficult to say whether the kind of infrastructure and planning needed is available.
5. It is difficult to implement without parental and teacher relationship.
6. It is difficult to teach a child to act like a child.

Conclusion:

So, we want to say that Student-centered learning puts students' interests first, acknowledging student voice as central to the learning experience. In a student-centered learning space, students choose what they will learn, how they will pace their learning, and how they will assess their own learning by playing the role of the facilitator of the classroom. This is in contrast to traditional education, also dubbed "teacher-centered learning", which situates the teacher as the primarily "active" role while students take a more "passive", receptive role. In a teacher-centered classroom, teachers choose what the students will learn, how the students will learn, and how the students will be assessed on their learning. In contrast,

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