

Abstract

This thesis argues that Montessori's consideration of children's inner powers and Lawrence's idea of 'florescent individuality' and 'spontaneous motion' are rooted in the Romantic concept of an individual's education. It discusses how D.H Lawrence's *Psychoanalysis and the Unconscious* and *Fantasia of the Unconscious*, and Maria Montessori's *The Absorbent Mind* reinforce the ideas which Romantics proposed regarding the education of an individual. This research studies these texts, keeping them under the Romantic framework of education and childhood. Three key theorists and their respective works have been considered for this research: Rousseau's *Emile or On Education*, Wordsworth's *Ode to Intimations of Immortality and Recollections of Early Childhood* and William Blake's *The School Boy*. This study intends to examine the early growth and development of human mind and present a reformed medium of education, focussing particularly on an individual's early stages of life. It questions the prevalent institutional mode of education and shows how human beings restrict growth within certain limits. This work rejects this approach and stresses that there is a need to revisit the institution of education. It argues that the process of growth is inevitably connected to one's experiences with the natural world, and home education plays an important role in this regard. This work proposes that it is essential to identify the natural inclinations of a child and save its special attributes. It is because this approach leads to the creation of many well-developed individuals who ultimately become important productive members of their society. Such individuals work not only for the evolution of their own interests and abilities but also add to the development of humanity as a whole.