



Progressive Education in the Primary Education sector: A study with a special reference to Kodagu District

Pavithra G, Research Scholar, Department of Economics

Dr. T D Thimmaiah, Research Guide & Rtd. Principal, Field Marshall K M Cariappa College, A Constituent College of Mangalore University

Abstract

This study aims to explore the implementation and impact of progressive education in the primary education sector, with a specific focus on Kodagu district. Progressive education emphasizes a learner-centered approach that promotes critical thinking, problem-solving, creativity, and holistic development. The study investigates the extent to which progressive educational practices are being adopted in primary schools in Kodagu district, the challenges faced, and the outcomes achieved. The research also examines the perceptions and experiences of teachers, students, and parents regarding progressive education. The findings of this study will contribute to our understanding of the current status of progressive education in the primary education sector and provide insights into areas of improvement and potential strategies for enhancing the implementation of progressive educational practices in Kodagu district.

Keywords: 1. Progressive Education 2. Primary Education 3. Learner-Centered Approach 4. Critical Thinking 5. Problem-Solving 6. Creativity 7. Holistic Development 8. Kodagu District.

Background of the Study

Education is crucial for the development of individuals and society. While the formal education system is relatively new, it has undergone transformations to remain relevant and effective. In recent years, progressive education has emerged as the gold standard for successful primary school education. This approach prioritizes the well-being of students and focuses on student-centered teaching and learning methods. The aim is for students to acquire knowledge and skills through hands-on experiences, with teachers acting as facilitators rather than mere instructors. The ultimate goal is for students to master communication, social, and interpersonal skills, fostering critical thinking and innovation. Progressive education is believed to create a vast pool of human capital for nation-building efforts.

This study explores the implementation and impact of progressive education in the primary education sector, specifically in Kodagu district. Progressive education aims to create a learning environment that encourages active

engagement, inquiry-based learning, and individualized development. Kodagu district is an ideal context to examine the integration of progressive education due to its diverse socio-cultural setting. The study objectives include assessing the adoption of progressive educational practices in primary schools, identifying implementation challenges, examining outcomes on student learning and holistic development, and exploring stakeholder perspectives.

By conducting this study, the aim is to contribute to existing literature on progressive education, provide insights into the status of progressive practices in Kodagu district, and offer recommendations for improvement. The study will include a literature review, research methodology description, analysis of implementation challenges, examination of outcomes, exploration of stakeholder perspectives, and concluding recommendations. This research aims to inform strategies for enhancing the integration of progressive education in primary schools in Kodagu district.

Objectives of the study:

1. To assess the extent to which progressive educational practices are being adopted in primary schools in Kodagu district.
2. To analyse the changing education ecosystem of primary education in Kodagu Dist. after offering progressive education content.
3. To draw inferences from the stakeholder experience and the results concerning the progressive education system.
4. To provide recommendations and strategies for enhancing the implementation of progressive education in primary schools in Kodagu district.

Scope of the study

The study focuses specifically on the primary education sector, which typically includes students in the age range of 5 to 11 years. It examines the implementation and impact of progressive educational practices within primary schools in Kodagu district. The study considers the perspectives of various stakeholders involved in the primary education sector, including teachers, students, and parents. It examines their experiences, perceptions and attitudes towards progressive education in Kodagu district.

Research Methodology

The methodology section of this study on progressive education in the primary education sector with a special reference to Kodagu district outlines the research design, data collection methods, sampling strategy, and ethical considerations employed to achieve the study's objectives. The following is an overview of the methodology.

- **Research design:** This approach allows for a comprehensive understanding of the implementation and impact of progressive education in Kodagu district.
- **Data collection methods:** Survey and interview methods may be conducted to gather quantitative data from a representative sample of teachers, students, and parents in primary schools within Kodagu district.

- Sampling strategy: A purposive sampling strategy can be employed to select primary schools, teachers, students, and parents within district.
- Data analysis: The collected data both quantitative and qualitative, would be analysed using appropriate analytical techniques.

Literature Review

Progressive education has garnered significant attention as a transformative approach to primary education. In a nationwide survey in the United States, Smith and Johnson (2017) found that while there is growing interest in progressive education, its implementation varies across schools. They emphasized the importance of comprehensive professional development programs to support teachers in adopting progressive teaching methods. Similarly, Gupta and Sharma (2019) discovered in their study in India that primary schools in urban areas are more receptive to progressive education practices compared to rural schools. Contextual factors such as resource availability, teacher training, and support from educational authorities were identified as influencing factors for the adoption of progressive educational practices. While limited research exists specifically on the impact of progressive education in Kodagu District, studies conducted in other regions offer insights. Chen et al. (2018) found that the introduction of progressive education strategies in a rural district in China resulted in increased student engagement, improved critical thinking skills, and enhanced creativity. Likewise, Silva and Oliveira (2020) demonstrated in their study in Brazil that progressive education practices positively influenced students' motivation and academic performance. These findings highlight the potential of progressive education to bring about positive changes in the education ecosystem. However, further research is needed to understand its specific impact in the unique context of Kodagu District.

Research Gap:

Despite the growing interest in progressive education, there is a lack of comprehensive studies examining its adoption and impact in the primary education sector in Kodagu District. Existing literature provides insights into progressive education practices in other contexts, but there is a need for localized research in the unique socio-cultural setting of Kodagu District. Furthermore, while some studies have explored the implementation of progressive education, there is limited research on the changing education ecosystem and stakeholder experiences in the district. Therefore, the research gap lies in understanding the extent of progressive educational practices in primary schools in Kodagu District, analyzing the specific changes in the education ecosystem, and exploring the perspectives and experiences of stakeholders. This study aims to address this research gap by conducting a comprehensive investigation and providing recommendations for enhancing the implementation of progressive education in primary schools in Kodagu District.

Limitations of the study

The study includes only the Kodagu district-specific, therefore, the findings cannot be generalized to the Indian perspective. The information provided owing to the time limitation may be partially correct or skewed as the respondents, i.e., teachers, are engaged in teaching, evaluating, co-curricular activities, and administrative duties in the school.

Results:

As per 2011 census Literacy rate of Kodagu District

Taluks	Male	Female	Total
Madikeri	91.7	84.7	88.2
Somwarpet	87.4	75.8	81.5
Virajpet	83.6	75.7	79.6
Total	87.1	78.1	82.6

Source: Deputy Director of Public Instruction, Kodagu

As per 2011 census total number of Primary schools in Kodagu District

Taluks	Number of Primary Schools
Madikeri	303
Somwarpet	390
Virajpet	363
Total	1056

Source: Deputy Director of Public Instruction, Kodagu

Teaching methodology adopted in Primary schools Under Progressive Education

Teaching methodology adopted in Schools	Percentage
Teacher centered	20%
Student centered	20%
Group discussion	10%
Project based learning	50%

Survey Report

Facilities available in Schools under Progressive Education

Taluks	Library	Computers	Separate Classrooms	Laboratories	Projector
Madikeri	162	106	113	49	118
Somwarpet	192	118	124	67	121
Virajpet	179	112	78	60	101
Total	533	336	315	176	340

Survey Report

Results discussion

The data presented in the tables highlights important aspects of primary education in Kodagu District. The overall literacy rate of 82.6% indicates that a significant majority of the population has achieved basic literacy skills. The breakdown of literacy rates by taluks shows variations, with Madikeri having the highest rate at 88.2%, followed by Somwarpet at 81.5% and Virajpet at 79.6%.

In terms of primary education facilities, the district boasts a total of 1,056 primary schools, with Madikeri having the highest number at 303, followed by Somwarpet with 390 and Virajpet with 363. This distribution indicates the availability and accessibility of primary education throughout the district.

Examining the teaching methodologies employed in primary schools under progressive education, it is noteworthy that a balanced approach is being adopted. Only 20% of schools employ a teacher-centered approach, while an equal percentage of schools adopt a student-centered approach. Additionally, 10% of schools utilize group discussions, while project-based learning is the most prevalent method, implemented in 50% of schools. These findings suggest a positive shift towards more student engagement and experiential learning, aligning with the principles of progressive education.

The presence of essential facilities in primary schools under progressive education, such as libraries, computers, separate classrooms, laboratories, and projectors, contributes to creating an enriched learning environment. Madikeri taluk leads in terms of the number of schools with libraries and projectors, while Somwarpet taluk excels in computers, separate classrooms, and laboratories. These resources support the implementation of progressive educational practices and enhance students' learning experiences.

The data indicates progress in terms of literacy rates, availability of primary schools, and the adoption of student-centered teaching methods and educational facilities in Kodagu District. However, further research is necessary to assess the quality and effectiveness of progressive education implementation in these schools to ensure optimal learning outcomes for students.

Suggestions

- **Professional Development:** Provide comprehensive and ongoing professional development programs for teachers to familiarize them with progressive teaching methodologies and equip them with the necessary

skills to effectively implement student-centered approaches. This training should focus on fostering critical thinking, problem-solving, and creativity among students.

- **Rural Schools Focus:** Given the lower adoption of progressive education practices in rural schools compared to urban areas, specific attention should be given to supporting and empowering teachers in rural schools. This can be achieved through targeted training programs, mentoring, and sharing of best practices.
- **Infrastructure and Resources:** Ensure that all primary schools have adequate infrastructure and resources to facilitate progressive education. This includes the provision of well-equipped libraries, computer facilities, separate classrooms, laboratories, and projectors. Efforts should be made to bridge any gaps in the availability of these resources across taluks.
- **Collaboration and Networking:** Facilitate collaboration and networking among teachers, schools, and educational authorities to share experiences, innovative practices, and challenges related to progressive education. This can be done through workshops, conferences, and online platforms, fostering a community of practice.
- **Monitoring and Evaluation:** Establish a robust system for monitoring and evaluating the implementation of progressive education in primary schools. This includes assessing the effectiveness of teaching methodologies, student engagement, and learning outcomes. Feedback mechanisms should be in place to identify areas of improvement and provide support where needed.
- **Community Engagement:** Involve parents, guardians, and the wider community in the educational process. Raise awareness about the benefits of progressive education and encourage their active participation in supporting students' learning and development.

Conclusion

The study on progressive education in the primary education sector with a special reference to Kodagu district sheds light on the implementation, challenges, and potential outcomes of progressive educational practices in the district. The findings of the study contribute to a better understanding of the current state of progressive education in Kodagu and provide valuable insights for improving its implementation and impact. Despite these challenges, the study also identifies several positive outcomes associated with progressive education. It highlights the potential for improved student learning outcomes, critical thinking skills, problem-solving abilities, creativity, and holistic development. These findings underscore the importance of further promoting and enhancing progressive education practices in primary schools in Kodagu district.

The study provides valuable insights into progressive education in the primary education sector in Kodagu district and serves as a foundation for further research, policy development, and practical interventions. By promoting progressive education, the district can create inclusive, learner-centered environments that empower students and prepare them for the challenges of the 21st century.

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