

**Name of Scholar: Fayaz Ahmad Bhat**

**Name of Supervisor: Dr. Azra Abidi**

**Department: Department of Sociology**

**Title: Primary Education in a Kashmir Village: A Sociological Study**

The present study on the basis of theoretical and empirical sources found that school education does not carry equal promise for unequal people. The upshots and fruits of schooling are found and fixed by socio-economic background (gender, family background) of learners.

In terms of enrollment there is tremendous achievement in school education at Primary stage of education almost every child of the age group is now enrolled in a school. However, the learning outcomes and achievements of children are on decline especially in government schools. After every passing year school enrollment goes up and learning achievements of children slip down. This has resulted very poor of quality education in our schools. In terms material aspect of school education like buildings, teachers, pupils, and other material things the State of Jammu and Kashmir has shown positive developments however the non-material aspects like quality of interaction between teachers and students, gender sensitivity, perception of teachers about learners, learning outcomes and achievements are matter of concern.

The study has found that income and educational qualification of parents play significant role in the education and access to quality education of a child. The children whose parents are literate and economically well-off are mainly admitted in private schools and those whose parents are illiterate and economically weak mainly go to the government schools. However, the study has found that education of mother had no profound influence on the pattern of schooling of children.

It has been observed that teachers perception about a “good” student and ‘bad’ students are determined by the socio-economic background of children. One who comes from poor family is usually considered a “bad” student, disobedient. While as children having strong socio-economic background are perceived as ‘ good’ students. There was negative attitude and perception towards the most of the children who attend government schools. They were labeled, dull, lazy, irresponsible, undisciplined, unaccountable (unaccountable to families and teachers) and so on. For the “poor performance” of children in government schools teachers blamed children and their families.

The gender of a child is one of the most important determinants of quality education. Parents mainly send their male children to private school which they consider better in comparison to government schools while as government schools are first choice for girls. This bias and discrimination was not confined to homes only but was evident in schools also. Girl child were treated differently in schools by teachers than boys.

The role of government and local community has been found negligible and the impact of armed conflict on school education was found profound.

The study found that the salary and other incentives of teachers do not bear any profound influence on the performance of teachers. Despite insecurity of jobs and nominal salaries to teachers, teachers at private schools were found regular, punctual and dedicated towards their job.

The study found there is lot to be done and undo for the promotion of quality education.