

Abstract

This diploma thesis is focused on primary education in India with own empirical case study of the village of Mulbeck in the region of Ladakh in the state of Jammu and Kashmir. Author explored the role of education in the lives of local residents and the function of the Spring Dales Public School in the specific context of the local cultural and natural environment. Own field research was realized through the author's stay in the village as a volunteer placement organized by an NGO Brontosauři in the Himalayas that supports the Spring Dale Public School. The collection of data took place during July 2017. The author conducted 31 semi-structured interviews with various local agents who are directly or indirectly involved in the school functioning. The interviews were analyzed using qualitative research methods. The findings from interviews suggested that both the access and perceived importance of education has change significantly, while it is not only considered as a major factor of a quality employment but of the general development of Mulbeck. This is related to structural changes in employment with more people looking for a work in the tertiary sector. Modernization and structural change, nevertheless, do not seem to weaken perceived importance of traditions and local culture but, on the contrary, they tend to strengthen the interest of locals in the local culture preservation activities. The findings also showed a significant interconnectedness between local people and environment but also a relevance of the concept (and discourse) of the so-called new Himalayan crisis perceived particularly through impacts on employment. The research also pointed out that the activities of the Czech NGO Brontosauři in the Himalayas in the Mulbeck village are visible and positively perceived by the locals.

Key words: Brontosauři in Himalayas; culture; environment; India; primary education