



Leading Migratory/Seasonal schools in hilly and border areas of Jammu and Kashmir

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Abstract:

It is a fact that the Union Territory of J&K has a considerable chunk of the migratory population that migrates from within/one division to another division during the onset of summer season along with their school-going children to the highest mountain peaks/pastures for a maximum period of six months (Usually April/May to September /October. Keeping in view the diversity in the topography of J&K and the importance of the education/ schooling facility, Directorate of SAMAGRA SHIKSHA, J&K in facilitating the education of these children of the nomadic population by enabling the districts to establish the seasonal centres every year based on the migratory period and location where these communities stay along with their families and cattle head.

Are Migratory schools important? Do these serve the ends of schooling the children of nomadic children? Are there any hardships in the organization of these schools? Do the teachers engaging in these schools are able enough? What are the broader challenges being faced by such a school? And eventually how come the heads of institutions can play a vital role in leading such schools and enhancing their academic excellence.

Introduction:

Migratory schools play an essential role in addressing the educational needs of nomadic children. Jammu and Kashmir have many ambulatory children, and catering to their academic requirements have become essential owing to their vast



number. The essence of such schools can be felt from the reference made by the Directorate of SAMAGRA SHIKSHA vide order No: Edu/SPD/SMS/05/40-68/2021 Dated: 12-04-2021 Dated: 12-04-2021.

"Since the nomadic population has started migration; therefore, it becomes imperative to establish the seasonal centres to cater the educational facilities to their children. It is pertinent to mention here that 37880 children have been proposed (by the Districts during AWP&B 2021-22) to be covered by establishing seasonal centres for the year 2021-22 as per the details given hereunder":

Sl. No	Name of the District	Proposed No. of children
1.	Anantnag	2383
2.	Bandipora	630
3.	Baramulla	1272
4.	Budgam	2528
5.	Doda	3600
6.	Ganderbal	1412
7.	Jammu	117
8.	Kishtwar	2363
9.	Kulgam	3180
10.	Kupwara	1080
11.	Poonch	8200
12.	Pulwama	2570
13.	Rajouri	1794
14.	Ramban	1100
15.	Reasi	3422
16.	Samba	85
17.	Shopian	2092



18.	Udhampur	52
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Objectives:

1. To know the status-quo of migratory schools in the J&K, UT.
2. To know the challenges being faced by the Teachers in these centres.
3. Suggestions for improving the quality of these centres.
4. To bring academic excellence to these centres.
5. To make the migratory schools effective for generating a healthy environment for student learning.
6. To raise the level of performance and level of aspiration of the students.

Summary:



Seasonal School in Sukriyan Bangus Kupwara



Seasonal School in Tara Baakh Kupwara





Nomads move from place to place to find fresh pasture for the animals. They move along with their families, including the migration of their school-going children. These families spend almost six months in the green fields in the upper reaches devoid of human habitation. They carry along with them the food and the temporary shelter. Still, the worst sufferers are the children as these unfortunate children could not find the educational facilities in the hills.

Jammu of Jammu and Kashmir has taken the initiative to provide school facilities for these nomadic children. Consequently, every year, seasonal schools/migratory schools are set up to address the educational needs of ambulatory children.

In Kupwara, about fifty such seasonal centres are established in various educational zones, Tangdar, Chamkote, Kralpora, Khumriyal, Sogam, Mawer, etc.

The establishment of these centres caters for the educational needs of these children. Still, the following are the impediments and the challenges that restraint the greater efficacy and productivity of these centres:

1. The Educational Volunteers are not engaged well in advance; consequently, some centres remain functional for three months only.
2. Primarily these centres function in open fields, and the provision of the tent/temporary shelter is not being implemented on the ground.
3. These centres suffer due to poor infrastructure.



4. The educational volunteers engaged in these seasonal centres serve in extreme conditions and in challenging terrains, and the incentives provided to them are not lucrative and motivating.
5. No mid-day meals are served in these seasonal centres. As a result, these children are most eligible for mid-day meals.
6. There is no-proviso of TLM and stationary for such seasonal centres, which reduces their effectiveness and output.

Suggestions:

Leading migratory schools effectively is foreseen end that can uplift the standard, performance, and output of these centres. In these seasonal centres, a single educational volunteer is appointed to cater to the nomadic children's educational needs. It is highly recommended that the teachers assist such academic volunteers at the nearby schools. A single teacher cannot do justice in such a seasonal Centre. Moreover, the HOIs of nearby schools must make a weekly visit to these seasonal centres to check the progress and create a sense of accountability among the stakeholders. Special activities must be carried out in these centres to cater to the students' educational needs therein. These seasonal centres must be considered experimental schools. The DIET of the respective District must be assigned to conduct the requisite research oriented towards the academic excellence of nomadic children.

Moreover, the HOIs of the nearby schools must be given the assignment of making a short academic planner for these centres and make certain the implementation to gain the maximum output during the six months.

These centres must be chosen to celebrate the special days falling in the academic calendar. This will create a sense of relevance and concern among the stakeholders, and it will add to the joy of the nomadic children.
