MEGHALAYA SCHOOL IMPROVEMENT PROGRAMME (MSIP) NEWSLETTER

CONTENTS

MESSAGE, DIRECTOR OF SCHOOL EDUCATION & LITERACY

As the COVID-19 Epidemic continues to severely affect and disrupt the normal learning practices particularly classroom-based learning, I am conveying my sincere gratitude to the Department of Education, and its various stakeholders, who have been involved in the different activities, initiatives and innovations, to try and mitigate the Learning Losses, as a result of the Covid-enforced Lockdown.

Even though certain restrictions have been relaxed, more so, in terms of Partial School reopening and the likes, the onus is still on the Department to ensure that the health and safety of both Teacher and Learner is held paramount. By this, more and more Teachers have been innovative in customizing their teaching methods towards a post-COVID world, through the Use of Online and Offline resources and Materials.

In this Quarter's edition of the MSIP Newsletter, we recognize and highlight the various efforts of our dear Teachers in various pockets of the State, who have been relentless in their efforts towards minimizing Learning Losses and it is truly heartening and encouraging to see their various innovations having an impact on their students' learning process.

We also gave out MSIP awards on the occasion of International Literacy Day, 2020 as a way to express our gratitude to the stakeholders of MSIP whose efforts displayed their acknowledgement of the importance of the programme and the real time impact that it has had on the overall Education setup of the State.

There is now a genuine need to sustain and maintain this consistency in our efforts towards improving and changing the Teaching-Learning process and if this can be achieved, I am sure that we can mitigate and minimize our Learning Losses to the maximum possible extent and will ensure that all the stakeholders of the Education Department are ready for a post-COVID world

A. Ch. Marak
Director of School Education & Literacy

MESSAGE, PRINCIPAL CONSULTANT - PMU, DSEL

It is with immense pleasure that I have been given the opportunity to present the fourth issue, which highlights events, activities, and achievements on the life of the Department of Education. For the last one year, MSIP Newsletter has played a critical role in presenting news and stories from every corner of the state. "Actions speak louder than words" and this can be exemplified in the past quarter which had seen active participation from schools and the department-Best Practices, Activities of the Quarter along with the dashboard, which reflected a summative approach during these pandemic times. MSIP has supported the continuation of learning during partial reopening of schools and other educational institutions. Observation of the International Literacy Day during September had acknowledged the efforts made by schools to maintain and follow through with the road map pf MSIP to especially address the present situation. I sincerely hope that we will be able to pursue in this direction and progress to higher achievements.

Dany K. Lyngdoh
Principal Consultant- PMU
Directorate of of School Education & Literacy

District and School Improvement Center

The District and School Improvement Center at AIR is proud to share stories of our partnerships with district and school administrators and teacher leaders across the country. In each issue, we share how we support education practices in continuous improvement planning and implementation, as well as providing insight into the latest from AIR education research. Experience the implementation of best evidence-based strategies and protocols to maximize plans and sharpen their knowledge base with the best thinking to lead and instruct through the lens of educational leaders.

Case Story:

In October 2013, AIR began work with Martin Luther King (MLK), Jr., Elementary School in Utica, New York. MLK was designated a priority school being among the lowest performing 5% in the state. District and school staff were determined to improve instruction and entered a collaborative partnership with DSI to provide support meeting that vision. AIR provided instructional and leadership coaching. The AIR leadership coach focused on building the principal's leadership skills, establishing a data-driven system, and developing a strong school leadership team.

The AIR instructional coaches worked in classrooms and with groups of teachers supporting professional development on the content and teaching strategies of new curricula in mathematics and ELA. As teachers' knowledge grew, coaching support shifted to implementing data-focused professional learning communities to refine teaching units and share teaching practices to meet the specific needs of MLK students.

As a result of the partnership, in 2018, Martin Luther King Elementary School was designated a school in good standing for New York state accountability. In 2019, the school saw continued increases in the percentage of students who were proficient in mathematics, science, and reading.

Source:American Institutes for Research (educationpolicy.air.org).

CHANGEMAKER

Smt. Jamie Mary Ch Marak

Introduction

As an educator, it is burden to know that the COVID – 19 pandemic may have an immediate impact on our children, mainly
(1) Learning Loss
(2) Increased Dropout Rates &
(3) Children missing their most important meal of the day.

The Government of Meghalaya has taken the initiative for Learning Improvement of Schools in the state boldly to face challenges during the most critical situation of this pandemic by conducting online Teachers Training Programme (TTP) with the main objective to motivate both Teachers and students for continuous learning.

JAMIE MARY CH MARAK
Asstt. Teacher
Dadenggre Puri Govt. Hr. Sec. School

Online Class with Teachers:

It is impressive that teachers are adapting to online teaching. However, there has been many challenges as the internet /network and electricity supply are always not reliable. Though internet connections and electricity shortages has interrupted the access to the teaching and learning platform, there was immense excitement by the teachers to learn the different modules:
1. Motivation of Learners
2. Classroom management
3. Teaching Strategy
4. Communities of learning
5. Common Formative Assessment.

Motivating fellow teachers was very challenging but different strategies like energizers and brain storming were applied for active participation.

Online class to students:

Using online teaching has been very difficult for both teachers and students since not all students, particularly those in the rural areas, have access to a reliable and stable network connection, nor access to pc. Since online teaching is seldom used as a teaching tool, some teachers are not fully conversant with the tool. But with time, students have adjusted to the new system. The major concern is the fact that online teaching, due to the technical difficulties experienced, prevents a meaningful interaction with students. One way to overcome this difficulty, is increase of personal and group interaction

Online Class with Teachers

with the students using other form of social media such as whatsapp. Online teaching during the period of pandemic has increased interaction with students on an individual basis. It has made teaching more stressful as follow up on the work given to students needs to be done individually. More assignments have been given to assess their learning. Students are able to discuss their challenges and put out questions on open forum discussions and lend support to each other. Students have become more responsible with their studies.

As a teacher, to teach online requires a lot of innovation to create an atmosphere of closeness with students as if they were in the same classroom, the concern is that the concentration of students must be directed and controlled so that learning objectives are achieved well.

The Meghalaya School Improvement Program (MSIP)

MSIP has provided an understanding the importance of SIP /LIP and its accountability on schools. Accessible data and information enable stakeholders such as students, parents, teachers, administrators, and the broader community understand the needs of their school, enables them to take ownership and contribute to the development of their school and hold the school management to account.

Online classes to students

Classroom activities at Dadenggre Puri Govt. School engaging students learning before covid 19

Teachers Training during Covid-19 Pandemic

BEST PRACTICES

KAMALA NEHRU SECONDARY SCHOOL, SHILLONG

Covid-19 pandemic has proved to be a very challenging time indeed for all people but more so for teachers! They are forced to think outside the box to come up with new ideas, ways and methods to make sure that learning is taking place inspite of the situation and that their dear students are not left in the lurch. Teachers have gone from being regular teachers into virtual teachers and have become experts in using the internet almost overnight. They really deserve our applause.
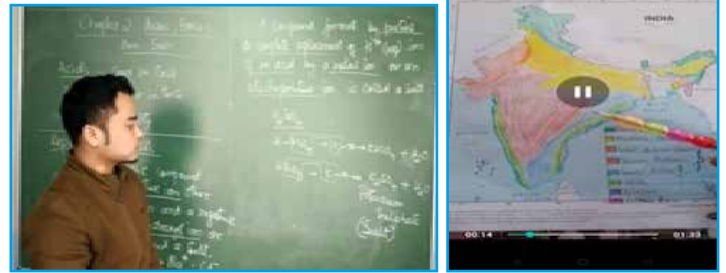
Teachers of Kamala Nehru Secondary School, like so many of other schools, have worked hard during this period and have tried various means to ensure that students are learning even when they stay at home. Following are some of the methods they use:

1. Study Assignments : students are assigned to read a particular portion or chapter, for example, story, poem, grammar definitions, etc to make them ready for a lecture (audio/video) that will follow
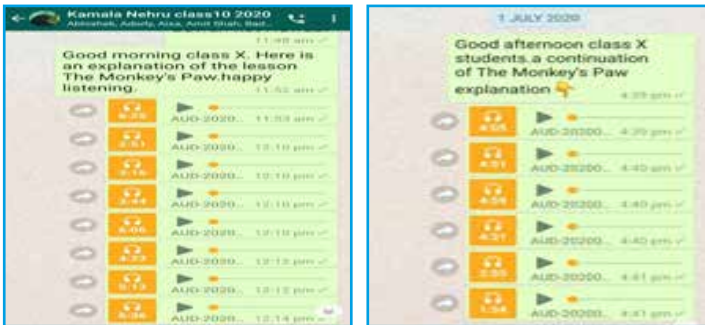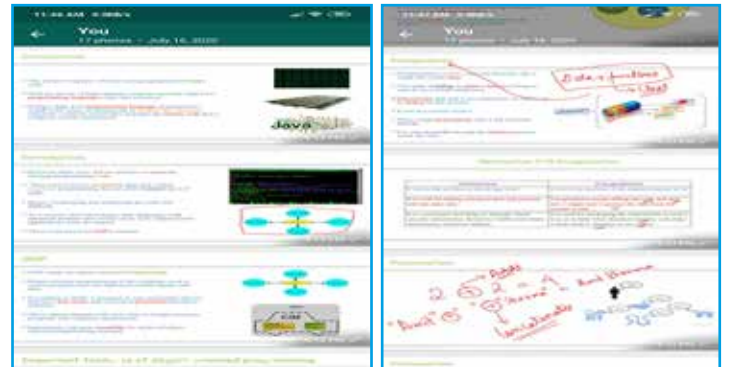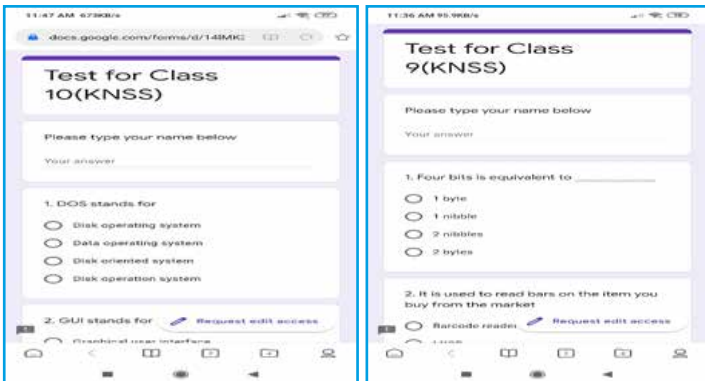
2. Video lectures/explanations.

3. Audio lectures/explanations.

5. Google Forms: for conducting tests.

4. Live Classes using Google Meet.
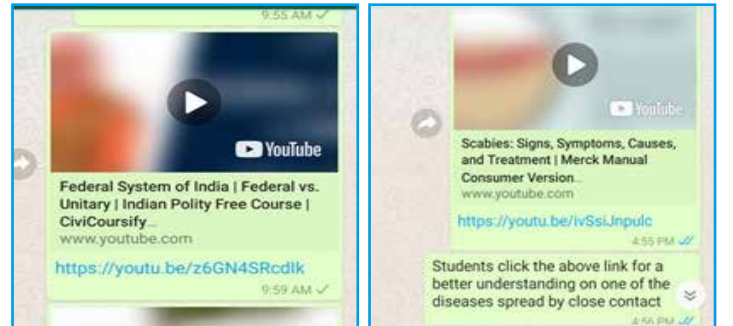

6. Study groups: Students of a particular class are divided into sub-groups to discuss a lesson done. Teachers make calls to group leaders for feedback.

7. Providing Youtube Links related to chapters/topics: Many youtubelinks are provided to students related to different topics of different subjects.

8. Written exercises: Many exercises were given.
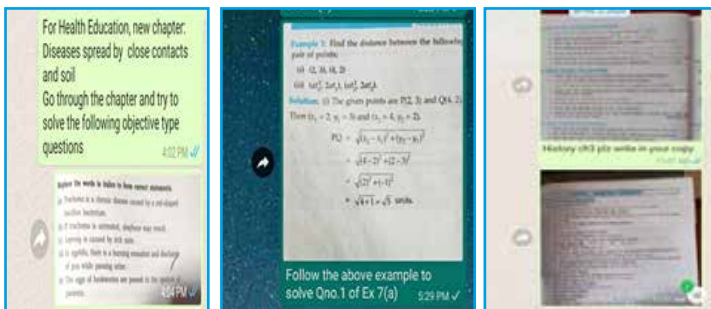
10. Solved questions and answers.

12. Open Book Tests.
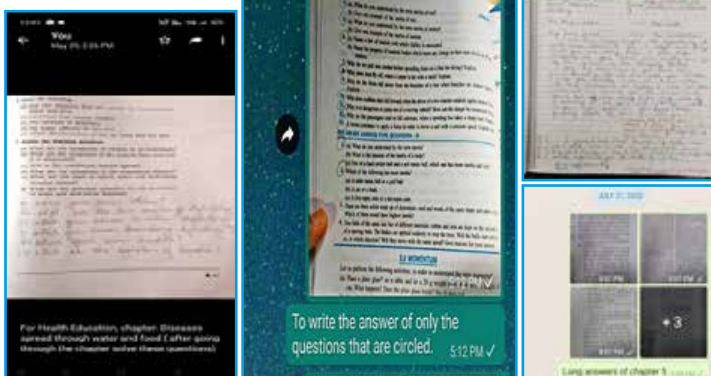
9. Project works.

11. Objective type questions to be answered by students after a lesson/chapter.

13. Written Assignments.Teachers of Kamala Nehru Secondary School, like so many of other schools, have worked hard during this period and have tried various means to ensure that students are learning even when they stay at home. Following are some of the methods they use:

BEST PRACTICES

EDUCATION ONLINE
St. Xavier's Higher Secondary School, Tura

Online classes did help us picking up pace during lockdown, we have seen limitations and cannot replace the classroom experience. Although online classes became a critical alternative during these tough times, not many students had access to broadband or even mobile internet. Some don't even have their own mobile phones.

The student absenteeism also sheds light on the relationship between learning and instructional time. The evidence indicates that the negative relationship between absenteeism and student outcomes becomes more intense the more school days that a student miss. Using data of the absentees we observe the following

As this correlation between days absent and declining examination scores indicates, there also seems to be a point after which the disadvantage becomes much larger.
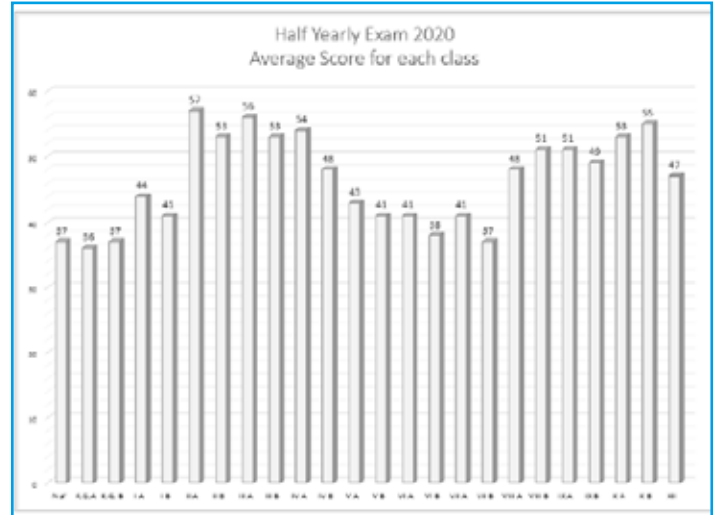
A final point to highlight from the research is the range of reasons for reducing student absenteeism. There are multiple reasons why students miss classes:

o Connectivity Issues
o Socio emotional distress
o Economic challenges
o Health issues
o Containment Zones
o Lack of motivation as there is no social interaction among the Students.

Half Yearly Exam 2020
Average Score for each class

Continuous Learning Plan

Develop a Continuous Learning Plan that meets course and demonstration competency requirements for school;

• Ensure that we provide the necessary content for all students to earn credits in order to meet their requirements for their achievement by the middle of October, 2020.

• Develop a Continuous Learning Plan that meets course and demonstration of competency requirements for students in grades Nursery – 12;

• Develop a delivery model of instruction, so that all students receive/ return lessons in an efficient manner whether they have the technology or not.

• Ensured that teachers collaboratively plan lessons that offer instruction on the critical standards for all students for the remainder of the academic school year.

Meeting the Mother of a student in Market

• Maintain frequent communication with all students and families by contacting them at least once a week to check on progress as well as social/emotional well-being.

• Ensure that we abide by best practices and all safety requirements in preparing and the delivery/receiving of materials for students and staff as recommended by the DSEO.

Visit by District Officials during lockdown

Summative Assessment of the absent

BEST PRACTICES Contd

Our teachers are utilizing the entire CLP instructional resources to engage our students. All instruction is delivered through online learning platform and Lesson. Again, all STXHSS students have access instruction. The students are receiving projects, papers, and exams throughout the COVID-19 learning era to obtain their grades. STXHSS teachers are hosting virtual office hours from 9:00 am to 2:00 pm from Monday - Friday to help struggling learners obtain the grade and credit in the respective class(es). These findings suggest that over the past few months as children transitioned suddenly to online learning, they did so without necessarily having the practice or experience to learn well online.

SECTION WISE	
Primary(Nur-4)	47
Upper Primary (5-8)	43
Secondary (9-10)	52
Hr.Sec(11-12)	47

Results Analysis has helped us to understand how our students are learning, and how they have performed in each area of the syllabus. The information was to identify areas of strength and weakness in order to focus on teaching where it's most needed. It is used to provide management information for the school. The information has helped us to identify overall trends in the school's performance.

PLC also shares light on the advantages and disadvantages on the online and remote learning of the learners. The teachers have worked untiringly to SIP for the learner's development during the Covid - 19 academic session. The evidences are recorded.

Parent-Teacher Meeting to respond to the Learning Losses of students

Students opinion of the online learning has shared light on the exams that has been an eye opener for us all. There is plenty of room for improvement. There is no physical interaction with teachers or students, which is a core factor for personality development. They have become confined to a corner of their home with nothing more than a gadget to interact with. The dependency on the use of it even after class hours to recall what was taught, for referring to home-works etc. This way, we become quite deprived of recreation and physical activities, imprisoned in the digital world.

Parents have to be there to invigilate but not in every student's case. There are some, who are away from parents, living with relatives and other similar circumstances. Unfair means have certainly been followed. Another side of online learning is that many students are not able to attend classes regularly or take part in the discussion due to poor network. So, we cannot really expect them to perform as good as they would have during normal offline classes. Learning losses are huge and covering up these losses is a challenge for students as well as teachers.

The present situation has posed great effect on student's health, both physical and mental. Overuse of cell phone or smartphone can result in a number of different physical problems that may cause permanent damage or be difficult to treat and experiences immense emotional stress.

The only solution for all this is reopening of schools by starting small and following all precautions and protocol laid down by the Health Department and Government. Let students return to school, few at a time, ensuring that children are safe in the classrooms. Every student must be given particular attention.

"At any rate, that is happiness; to be dissolved into something complete and great." —Willa Cather

Sr. Maria D'Silva Principal

Students Reflection on Online classes

Parent-Teacher Meeting to respond to the Learning Losses of students

TEACHERSPEAK

School Improvement Plans – A Tool To Improve The Quality Education

All organisations require constant change and innovation for improvement. Educational change are often perceived as being problematic, because it is not in the nature of the change itself but the nature of the knowledge, skills and attitude of those involved.

The task of educating the nation's children is significant, and school across the country face a variety of challenges in the pursuit of this mission. When a school fails to meet federal benchmarks in reading and mathematics, it is required to produce and implement a school improvement plan. Designed to address whatever weak areas a school suffers from, a school improvement plan is the first step in improving the quality of education that it provides. It encompasses all areas where students learn more from highly qualified teachers and professional development is necessary to stay up to date on development in education are more likely to employ the best possible teaching methods, thus resulting in better educated students.

Meghalaya School Improvement Plan is one such by which Schools in our state through the School community may conduct a thorough evaluation of their respective schools. It is an effort to evaluate the drawbacks and achievements of the learners for achieving the goals and objectives of the Schools. Schools through the Professional Learning Community (PLC) meeting, plan new initiatives for improving the quality of education. Teachers' training programmes are being conducted by DSEL in collaboration with IPE Global sheds a lot of initiative for preparing teachers and learners to apply the different strategies, techniques and skills acquired from such trainings in the teaching and learning process. The PLCs has initiated certain activities like review and recommend learning outcome to support the Government in rolling out some need based intervention for the development of the School community.

SHRI. FRIDAY SYNGKON

VICE PRINCIPAL
UMMULONG PRESBYTERIAN HIGHER SECONDARY SCHOOL
WEST JAINTIA HILLS, MEGHALAYA

We, as a School strongly belief that the hard work and dedication of both the teachers and learners along with the support of the higher authorities and the government will soon pave a way for a better and brighter future of education in our state and the whole nation at large.

Educating through CR School

It is basically a law of nature to balance things, and we as humans tend to find plausible solutions to almost all of our problems. Similarly, in this current situation that we are facing today, during the lockdown taken as a precaution not to spread coronavirus or Covid-19, the schools are getting a chance to become functional again because of CR Project, with an added benefit for the schools by not charging them any fee. At the onset, I would like to thank CR Project for creating a platform where teachers and students can interact with one another as they did in the classrooms earlier on, but now the same can be done at the comfort of their own homes. Both teachers and students can register in the friendly user website, and if anyone has a problem logging on to it, a toll free number has been given so as to make the registration even simpler. The teachers can upload lessons like videos, pictures and lectures for different classes and the students can view and in turn, ask questions if they have any issues. It is a simple two-way communication which has been there for centuries, but I have noticed that students are more confident in asking questions and interacting via this media. Every initiative taken for the first time has its strengths and flaws too, but so far I have not encountered any glitches. They have also designed an admin panel where the principal can post a video or a speech for the entire population of the school, check the number of teachers and students who have enrolled and more so, have a panoramic view of the lessons of the teachers which has been given to the students. Overall, I, and the teachers, feel that we are still contributing to the education of the children in spite of the circumstances that surrounds us.

DR. (Mrs) D. SHULLAI

PRINCIPAL
SHULLAI PROGRESSIVE SECONDARY SCHOOL
SHILLONG

EVIDENCES OF UNIQUE & INNOVATIVE EDUCATIONAL INITIATIVES OF MEGHALAYA

Students worldwide are having their education disrupted by the spread of Coronavirus. In this uncertain environment, it is important that learning continues, even if it cannot happen in person. This is a time when educators must continue to teach and must also search for lessons from this current upheaval. In the span of school closure, the Education Department along with DERT, MSIP and PIU-1 team has played an important role to equip schools, teachers and students with simple yet effective solutions to combat the challenges facing education during these pandemic situation, few of which are listed below:

ONLINE FORUMS
- CR School
- E-Scholar Portal of Digital Contents
- DIKSHA: Digital Infrastructure for Knowledge Sharing
- Free Online Course for Teachers in Instructional Design
- Tie-up with Doordarshan Kendra, Shillong and All India Radio, Shillong

OFFLINE FORUMS
- Implementation of Lesson Plans during home visits or student visits
- Home visits by teachers
- Teacher visit by students
- Distribution of notes (during home visits or in school)
- Distribution of assignments (during in home visits or in school)
- Project Based Learning, Art and Craft

M'laya students had greater access to smartphone study materials during lockdown, survey shows

From CK Nayak

NEW DELHI [Nov 10]: Meghalaya Government might have adopted a cautious approach in opening schools in the state albeit partially, but students here seem to be in a better position than their peers in the rest of the country with more access to smartphones and study materials during the COVID-19 induced online classes, according to the first-ever ASER 2020 phone-based survey.

The survey examined the effects of the pandemic on schooling and learning opportunities of children across the country was apparent. Although a lot of digital content has been generated and transmitted to help children continue to learn, there is limited evidence on the extent to which this content is reaching children; whether they are engaging with it; and the impact it is having on their participation and learning, according to the sources.

In Meghalaya, there has been an enormous increase in the availability of smartphones at home for enrolled children - from 41.3% in 2018 to 72% in 2020. In fact, availability of smartphones in the state was one of the highest in the country, the study said.

More than 97% of children have textbooks for their current grade in both private and government schools in Meghalaya, which is also higher than many states, the study said. In the hill state, the proportion of boys enrolled in government schools rose from 35.7% in 2018 to 45.6% in 2020 and the proportion of girls enrolled in government schools rose from 35.7% to 40.6% during the same period.

Interestingly, in Meghalaya, the difference between government and private schools was less pronounced with 61% children in government schools receiving materials and activities through WhatsApp compared to 58.8% in private schools. In many parts of the country as usually believed there is wide difference between government schools and private schools.

Conducted in September, which was the month of school lockdown, the Annual S of Education Report (ASER) explores prov of and access to distance education me nisms, materials and activities for children i ral India, and the ways in which children families are engaging with these remote lear alternatives from their homes. It reached a of 52,227 households and 59,251 children i age group of 5-16 years, as well as teacher head teachers from 8,963 government sch offering primary grades.

About one in every 10 rural househo across the country bought a new phone to port their child's education after schools clo in March, the study said. The survey aimed explore the challenges faced by students, te ers and parents during the COVID-19 pande and subsequent school closure.

The survey tried to explore ways in wh students managed studies during the school c sure and the means **(Contd on P-4)**

M'laya students had greater...

(Contd from P-1) that they had access to. It found out that over 60 per cent of students had access to smartphones at home. According to the ASER report, the percentage of rural students having smartphones increased to 61.8 per cent in 2020 from 36.5 per cent in 2018, in both government and private schools.

In the same categories, almost one in 10 households bought a new phone to support their children's education. Among those who bought a new phone, more than 80 per cent of people bought a smartphone. The survey also reveals that a portion of rural children who did not have access to smartphones were able to manage studies using neighbours' phones.

According to the findings, 12.7 per cent students from both government and private schools used their neighbours phone to study during the lockdown. "Whether acquired before or after school closures in March 2020, more than 80 per cent of children have textbooks for their current grade. This proportion is higher among students enrolled in government schools (84.1 per cent) than in private schools (72.2 per cent)," reads the report.

The material included textbooks, worksheets, online/recorded classes, video or some other form of virtual lessons. "Overall, approximately one third of all enrolled children received some kind of learning material or activities from their teachers during the reference week," the survey said.

Students received study materials in a variety of ways, like WhatsApp, phone call and personal visit. But, of all the mediums that were used, WhatsApp was the most commonly used medium for sharing learning material and activities. "A higher proportion of students enrolled in private schools received material through WhatsApp than their counterparts in government schools. Accessing material via phone calls/personal visits was more common among students in government schools," the survey added.

"Although only a third of the children had received materials from their teachers during the week preceding the survey, most children - 70.2 per cent did do some sort of learning activity during that week," the survey report read.

"The major types of activities done involved textbooks (59.7 per cent) and worksheets (35.3 per cent)," it added.

The survey adopted in many government programmes and policies also pointed that children in private schools were much more likely to have accessed online resources than those in government schools. For example, 28.7 per cent of children enrolled in private schools had watched videos or other pre-recorded content online, as compared to 18.3 per cent of government school students.

The Meghalaya Government allowed schools to reopen in September, the day 'Unlock 5' came into being across the country, but disapproved of regular classes in any educational institutions any time soon in view of the pandemic.

Schools, however, were permitted to open for activities like student-teacher counselling, assignments and submission of work by students of Class 6 and above.

Household resources: Smartphones available

Between 2018 & 2020, there was little change in other household assets like TV or vehicle.
But **sharp increase in smartphones** at home is visible in the data.

% Households with different kinds of resources Children enrolled in **government** schools.

% Households with different kinds of resources Children enrolled in **private** schools.
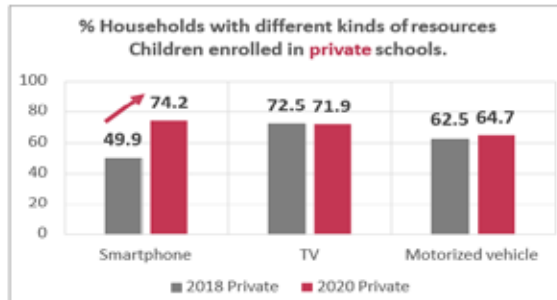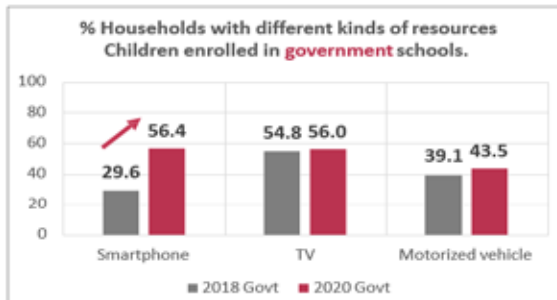
% Enrolled children with smartphones at home				
Children enrolled in diff schools	Number of smartphones in the household			
	None	1	2 or more	Total
Govt	43.6	43.6	12.8	100
Private	25.8	50.3	23.9	100
Govt & Pvt	38.2	45.6	16.2	100

Additionally, ASER data indicates that at household level:

- About 11% of all families bought a new phone since the lockdown began. More than 80% of these new phone purchases were smartphones.

- Of those who had no smartphone at home, about 13% said their children had access to someone else's smartphone.

CONTINUOUS LEARNING

OFFLINE

District	EKH	WGH	SGH	SWGH	EGH	NGH	RB	WJH	WKH	SWKH	EJH	Total
No. of schools using offline mode	34	42	15	16	9	7	7	18	9	12	5	174
Total No. of students in schools	6410	8181	2362	1644	1787	635	1897	3862	1624	2231	1428	32061
Classes	Nursery - XII	IX - XII	IX - XII	IX-X	IX-XII	IX-X	Nursery - XII	IX-X	VIII - XII	VIII - XII	IX-XII	
Type of Offline Methods Used — Home Visit by teachers	10	22	0	0	2	1	1	0	0	0	0	36
Teacher visit by students	26	42	15	16	2	0	3	18	9	12	2	145
Distribution of notes	26	42	15	16	8	7	6	18	9	12	3	162
Distribution of Assignments	27	42	15	16	9	7	5	18	9	12	5	165
Project Based Learning Art & Crafts	20	2	15	16	0	0	2	0	0	0	0	55
Total No. of teachers using offline mode	311	237	50	57	57	50	720	196	115	130	68	1991
Total No. of students reached through offline mode	3027	2418	541	528	1020	342	674	3417	698	1071	931	14667
Percentage %	47%	48%	23%	32%	57%	54%	36%	88%	49%	48%	65%	46%

DASHBOARD

ACTIVITIES DASHBOARD ON MISP AS ON SEPTEMBER 2020

District Name	No. of schools assigned	School visited with DRG members (A)	School visited individually by DM (B)	Total school visited by District Team (A + B)	Percentage %	Schools with working PLCs	No. of DRG meetings conducted
EKHD	213	55	20	75	35%	92	5
WJHD	77	52	56	108	100%	30	4
WKHD	66	4	26	30	45%	48	5
SWKHD	57	1	22	23	45%	38	4
RBD	47	17	41	58	100%	45	4
EJHD	33	8	22	30	91%	26	4
WGHD	159	13	82	95	59%	125	5
SGHD	54	20	28	48	76%	54	2
SWGHD	52	29	34	63	100%	48	3
EGHD	27	36	39	74	100%	23	3
NGHD	57	34	33	65	100%	34	3
TOTAL	842	269	403	672	80%	563	42

TARGET DASHBOARD ON MISP AS ON SEPTEMBER 2020

District	Schools Assigned	Total No. of SIPs submitted	SIP not yet submitted by schools	No. of SIPs evaluated during Evaluation Session (I)	Total No. of SIPs evaluated (I + II)	Percentage %	Nos. of SIPs not yet evaluated	Evaluated SIPs submitted to schools	Final draft SIP received from schools
EKH	213	210	3	24	200	94%	10	160	22
WKH	66	49	17	37	49	74%	0	15	2
SWKH	57	43	14	25	43	75%	0	22	2
WJH	77	77	0	32	77	100%	0	77	27
RB	47	45	2	29	45	96%	2	43	25
EJH	34	29	5	17	27	79%	3	26	1
WGH	159	156	3	55	156	98%	0	156	76
SWGH	52	50	2	10	50	96%	0	50	3
SGH	54	40	14	5	40	74%	0	40	0
EGH	27	25	2	17	24	89%	3	15	9
NGH	57	46	11	25	42	74%	4	20	7
TOTAL	843	770	73	276	753	89%	22	624	174

District	Schools Assigned	SIPs evaluated during Lockdown Period (II)			
		No. of SIP evaluated during Lockdown period [A + B + C]	No. of SIP evaluated by DM [A]	No. of SIP evaluated by MO [B]	No. of SIP evaluated by DRG [C]
EKH	213	176	30	35	111
WKH	66	12	6	6	0
SWKH	57	18	15	0	3
WJH	77	45	8	7	30
RB	47	16	8	8	0
EJH	34	10	6	2	2
WGH	159	101	39	32	30
SWGH	52	40	19	11	10
SGH	54	35	13	8	14
EGH	27	7	4	3	0
NGH	57	17	10	7	0
TOTAL	843	477			

ACTIVITIES OF THE QUARTER

- International Literacy Day 2020

Tura Public School

LGB Sec. School Tura

Brookedale Public School

Little Hr. Sec. School

Mawkhar Christian Hr. Sec. School

Mynken Christian Hr. Sec. School

West Jaintia Hills District

Ri Bhoi District

Best School Improvement Plan (SIP) Award

Best Performing Distrct Resourse Group (DRG)

SCHOOLCONNECT

School Visit by District Manager to
Dkhiah Presbyterian Secondary School, East Jaintia Hill.
Total No. of Schools visited by District Team
as on Sept 2020 : 30

School Visit by District Manager to
Thomas Hr Sec School, East Garo Hills.
Total No. of Schools visited by District Team
as on Sept 2020 : 74

School Visit by District Manager to
Sunny Dale Sec School, East Khasi Hills.
Total No. of Schools visited by District Team
as on Sept 2020 : 75

School Visit by District Manager to
St. Michael's Hr. Sec. School, Ribhoi
Total No. of Schools visited by District Team
as on Sept 2020 : 58

School Visit by District Manager to
Damalgre School, South West Garo Hills
Total No. of Schools visited by District Team
as on Sept 2020 : 63

School Visit by District Manager to
Rongram School, West Garo Hills
Total No. of Schools visited by District Team
as on Sept 2020 : 95