Voices from the field

Current status of Rajasthan
Schools: 101
Teachers: 248
Students: 13,277

Government of Rajasthan

क्रिक्स के विद्यालयों में शुरूआती दिनों में दिया गया सहयोग और विद्यार्थियों का कंप्यूटर पर अधिक सहजता से किये जाने वाले कार्यों से अध्ययन-अध्यापन के तरीकों में बदलाव आया है। कई सवाल अपने आप में बड़े थे जैसे शिक्षक क्रिक्स को कैसे अपनाएंगे, क्या टेक्नोलॉजी उनको समझ पाएंगे।

हालांकि जब क्रिक्स की गतिविधियाँ विद्यालयों में शुरू हुई तब स्थितियां अलग दिखाई दी। कई छात्र लैब में पहली बार कंप्यूटर पर बैठे थे, एक तरफ कंप्यूटर पर काम करने की उत्सुकता तो दूसरी और एक डर "हम इस पर क्या करेंगे, हमें कंप्यूटर नहीं आता, कुछ ख़राब हो गया तो"।

लेकिन प्रारम्भिक निर्देशों के दिए जाने के साथ ही वे जान पाए कि मोड्युल तक कैसे पहुँच बनानी है। गत वर्ष शैक्षणिक-सत्र की शुरुआत से ही विद्यालयों में पहुँच बना पाने के कारण मोड्यूलों पर कार्य करने के लिए पर्याप्त समय मिल पाया जिससे i2c पर अधिक कार्य किया गया तथा साथ ही विद्यार्थियों ने तीनों विषयों को क्रिक्स के विभिन्न मोड्यूलों के द्वारा भी सीखा। क्रिक्स में विद्यार्थियों के साथ अध्यापकों के सक्रिय जुड़ाव को देखना एक अच्छा अनुभव रहा।

- सुनील कुमार
फील्ड सपोर्ट पर्सन (जयपुर)

Current status of Chhattisgarh
Schools: 47
Teachers: 139
Students: 4,680

Open Educational Resource workshop happened from 4th June – 9th June, 2018 in SCERT, Raipur. The workshop was attended by 25 participants including 15 teachers belonging to different domains such as Physics, Chemistry, Biology and Mathematics etc. Several open educational resource materials in each domain were made which were uploaded in nroer.gov.in website. The participants were informed about the procedure of finding materials belonging to Creative Commons License, clubbing all the resources in the form of pages, lessons, units and finally modules, uploading in the platform and also creating the metadata for it so that it becomes easy for users to search it in the platform.

Additionally, the process of creation of different types of assessments such as Multiple choice questions, fill in the blanks, true/false, one word answers etc. was also discussed. Teachers collaborated all the resources and developed some lessons, most of the discussion was through on hand-on learning activities which made easy for teachers to engage in this process of creating content.

Most of the teachers said that it was their first time of developing such content themselves otherwise they would just pick some material from the internet available easily but this workshop had given them an opportunity to understand the types of content which they can use in their class and also for making modules. The official inauguration of the Chhattisgarh Open Educational Resource platform took place on 30th June, 2018.

- Tushar Goel
Research Associate

Voices from the field

Current status of Telangana
Schools: 300
Teachers: 1,853
Students: 10,080

We have been going to schools. Condition of most of the schools labs were bad as they were closed for summer vacation. Computers were dismantled. These computer labs are currently used to store textbooks and uniforms received from the state. ZPHS Kurkiyal was an exception. ICT Lab is good condition, most of the computer are in working condition. Out of 8 terminals 7 terminals working on CLIx. Only one monitor is not working. Computer Mouse (peripherals) are not in working condition. This school can be a very good if the equipment is there in school. As the teachers and students are motivated but due to the missing peripherals teachers are not able to start the rollout.

Due to summer vacations most of the schools have closed their computer labs. With the fear of damage to the computers these labs were dismantled and this has created a gap in implementation for both teachers as well as FRCs. As we have to visit the schools and set up the computer lab. If teachers and headmasters take this as drive to clean and set up the lab along with other school activities during reopening of the school it will be better for teachers and students.

- Ramesh Nagula,
Field Resource Coordinator, Karimnagar.

Current status of Mizoram
Schools: 30
Teachers: 154
Students: 4,400

Government of Mizoram

Like the previous years, the CLIx Team, Mizoram, has put in maximum efforts in all the activities required to be done. During the month of June, activities like Roll out, Lab Maintenance and Server Installation were done and covered in most of the schools. Learning Outcome workshop for English was also conducted in 5 schools. All the members of the field gave their best and received positive and sweet comments from teachers, students and headmasters.
"The improvement of students in English can be seen; they are opening up and have come out of their shell. They are now more productive and giving responses better than before since the introduction of CLIx" is one comment worth remembering, given by the Headmaster of one of the schools. After receiving such kind of a feedback, the team is even more enthusiastic and eager to push harder to achieve a higher or better outcome.

- **Lalremkima,**
Field Support Person, Mizoram

Tech Assist - 3

This section is intended to provide a series of "Do-it-Yourself" solutions for common technical problems faced in the field. We continue with a glossary of frequently used terms.

Different types of Internet connections:

- **Dial up**

    1. Uses telephone lines as a medium of transmission.
    2. A modem (internal or external) connects to the Internet after the computer dials a phone number.
    3. Speed is affected due to interference, hence speed is on the slower side (Speed - 28K to 56K). Cheapest of all.

- **Broadband (DSL - Digital Subscriber Line)**

    1. DSL uses a router to transport data and the range of connection speed.
    2. Speed hardly varies (Speed - 128K to 8 Mbps).

- **TV Cable**

    1. Uses TV cables as the medium of transmission.
    2. Due to the use of coaxial cable it is reliable. (Speed - 512K to 20 Mbps)

- **Dongle / Cellular**

    1. Uses Mobile Internet service provider (radio frequency).
    2. Speed is affected by the range and type of plan (2G/3G/4G). (Speed - 128K to 21 Mbps).

Online vs. Offline

- **Online**

    1. Accessing the information / content of global computer via internet.

- **Offline**

    1. Accessing the information / content of locally connected computer via LAN.
    2. Computers work independently.

Blog of the month

**Tech Workshop for CLIx Platform 2018
Installation in Mizoram (07.06.2018-14.06.2018)**

The CLIx team and developers put in great efforts to create the CLIx platform 2018, gathering feedback and experiences from all the CLIx entities — students, teachers, CLIx field and non-field team members and other contributors and continuously working on accommodating requirements and making them available as features. The targeted places were CLIx intervention school labs, where the older platform was running. Apart from being a well-moulted platform with a number of new functionalities, this time platform installation will be done on an operating system with GUI. The CLIx Mumbai tech team (Kedar, Mrunal, Satej, Saurabh) went to Mizoram for the tech workshop about the installation of CLIx platform 2018 and lab readiness between 07.06.2018 to 14.06.2018.

We started on the first day with knowledge transfer to the CLIx Mizoram team (Lalmuanawma, Lalremkima, Robert) about the installation process, data syncing tool, platform features, a checklist for lab readiness. Then all the participants tried installation on their own with the new installer. On the second day, participants formed into three groups and went to different schools. This being the first time with the Ubuntu OS and installer in the school lab, we faced some real technical challenges. Of course, we welcomed those challenges and overcame them, gaining new learnings in the process. We managed to cover four schools despite these technical challenges. On the third day, we gave the three newly joined CLIx Mizoram team members (Lalhriatpuia, David, Vlramdinsanga) a basic understanding of the school labs set up and our roles as CLIx team members. Then we did the installation and lab setup along with them in one school.

On the fourth day, we went to different schools in three groups. The new challenge this time was incessant rain that led the Mizoram government to announce a school holiday as a precaution. We still managed to cover two schools, but we utilised that day to analyse one browser issue for site certificate and discussed lab readiness. The next day was declared a holiday too. We put this time into the reflection on the lab setup in the office and hands-on practice for the newly joined colleagues.

We managed to set up two school server machines that were available in the office. Also, we came up with the solution to the certificate issue in one of the browsers, which was a big achievement in terms of efforts required and learning. On the last day of the visit, we visited six schools to install the new platform and prepare the labs for the rollout.

At the end of the day, we revised all the processes and planned further lab readiness processes. Overall, this Mizoram visit was full of challenges, new learnings, achievements and team spirit and hard work. A 'thank-you' to the CLIx Mizoram team for their efforts despite the adverse conditions and challenges and best wishes for future work.

- Satej Shende
Technology Manager, Centre for Education, Innovation and Action Research, TISS

CLIx team—Research

This section features recent studies in the field of education published by our CLIx team who work in tandem with the Centre for Education, Innovation & Action Research (CEIAR).

Education in India is witnessing a period of policy flux. Yet, questions like what are the aims of education, how should learning happen, and in what way can education prepare us to live in rapidly changing society, have remained ambiguous and unaddressed at the policy level. In this context, the Delors report titled "Learning: The Treasure Within" (1996) provides valuable insights into building "learning societies" by "learning to know, learning to do, learning to live together and learning to be". In this article (earlier published in the Learning Curve, Issue XXVII, August 2017), Archana Mehendale suggests that there is a need to re-visit the recommendations of the Delors Report and examine its potential in shaping education policy in India.
Read full article here

Explore CLIx

CLIx offerings for students: https://staging-clix.tiss.edu/welcome

Post Graduate Certificate in Reflective Teaching with ICT: https://www.tissx.tiss.edu/

Publications: https://clix.tiss.edu/research/publications/

Releases/Modules: https://clix.tiss.edu/research/releasesmodules/

Blogs: https://clix.tiss.edu/news/

CLIx in the Media: https://clix.tiss.edu/press-room/

Opportunities: https://clix.tiss.edu/opportunities/

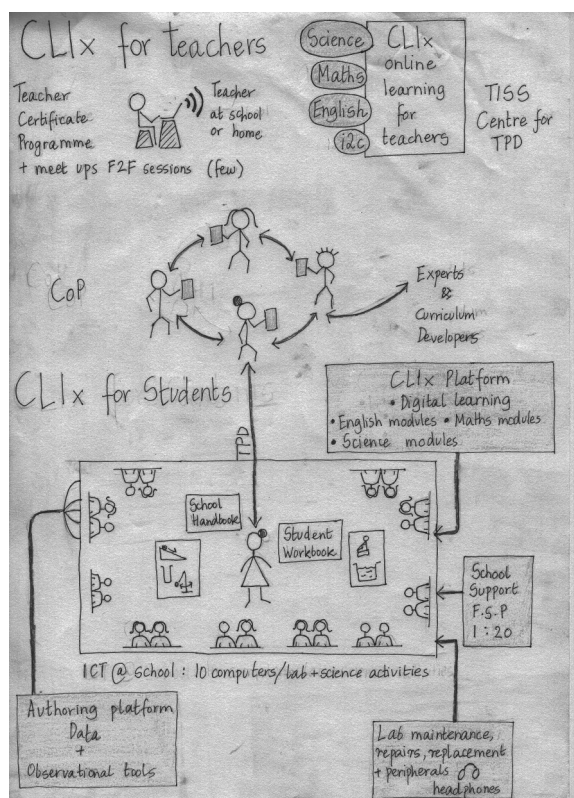### Module: Mathematics (Geometric Reasoning)
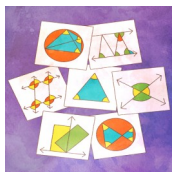
The resources include activities and games to develop geometric reasoning and analysis. Students work with geometric shapes, their properties and use informal deduction to gradually build their reasoning and understanding of the need for formal deductive proofs. Police Quad involving aliens and police, with 4 levels of difficulty, is an exciting digital approach to geometric reasoning.

Forthcoming events

Teacher training workshop - Telangana   **9th-18th July**
Teacher training workshop - Chhattisgarh   **9th- 13th July**
CLIx Symposium: Connected Learning at Scale-   **8th-9th August**

About CLIx

The CLIx Ecosystem

The Connected Learning Initiative (CLIx) is a technology enabled initiative at scale for high school students. The initiative was seeded by Tata Trusts, Mumbai and is led by Tata Institute of Social Sciences, Mumbai and Massachusetts Institute of Technology, Cambridge, MA USA. CLIx offers a scalable and sustainable model of open education, to meet the educational needs of students and teachers. The initiative has won UNESCO's prestigious 2017 King Hamad Bin Isa Al-Khalifa Prize, for the Use of Information and Communication Technology (ICT) in the field of Education.

CLIx incorporates thoughtful pedagogical design and leverages contemporary technology and online capabilities. Resources for students are in the areas of Mathematics, Sciences, Communicative English and Digital Literacy, designed to be interactive, foster collaboration and integrate values and 21st century skills. These are being offered to students of government secondary schools in Chhattisgarh, Mizoram, Rajasthan and Telangana in their regional languages and also released as Open Educational Resources (OERs).

Teacher Professional Development is available through professional communities of practice and the blended Post Graduate Certificate in Reflective Teaching with ICT. Through research and collaborations, CLIx seeks to nurture a vibrant ecosystem of partnerships and innovation to improve schooling for underserved communities..

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