

# CLIX Newsletter

CONNECTED LEARNING INITIATIVE

Winner of the 2017 UNESCO - King Hamad  
Bin Isa Al-Khalifa prize for Use of ICTs in Education

An initiative seeded by

TATA TRUSTS



Led by

MIT Massachusetts  
Institute of  
Technology

नया साल मुबारक

Happy New Year 2019

నూతన సంవత్సర శుభాకాంక్షలు



## Voices from the Field

R. Jagdishwar,  
School Assistant, Mathematics,  
Zilla Parishad High School, Thippaipally,  
Karimnagar



### Students taking a leap into ICT education through CLIX in Thippaipally

As a teacher, I have always taught according to my student's ability to learn. I feel that due to the changing scenario of the education system, students are keen on using computers and digital platforms to learn a lot what is taught to them. Students nowadays have access to technology at homes like smartphones and computers. They are trying to explore on Google for their projects.

With the training given to us and the students, we are solving some of the minor technical errors occur at the school.

Now our students are using CLIX modules very well. In my observation, they liked learning in GeoGebra and Linear equations on the platform. During free times they are trying to explore offline games like Police Squad. They find it very useful as it is reinforcing the concepts learnt in the classroom. Presentation of topics, videos and apps is helping the slow learners to learn better.



### Current Status of TELANGANA

SCHOOLS	TEACHERS	STUDENTS
300	1,853	10,080

विभा श्रीवास्तव ,  
वरिष्ठ अध्यापक (अंग्रेजी),  
राजकीय उच्च माध्यमिक विद्यालय, शीतला,  
चाकसू, जयपुर



### मेरा पहला ICT अनुभव - CLIX

मैं इसी सत्र में क्लिक्स कार्यक्रम से जुड़ी हूँ। मुझे कंप्यूटर की जानकारी भी अधिक नहीं थी। सत्र की शुरुआत में ही क्लिक्स द्वारा आयोजित शिक्षक प्रशिक्षण में मुझे भाग लेने का अवसर मिला और विज्ञान विषय में पढ़ाये जाने वाले विभिन्न मोड्यूलों की जानकारी मिली। जिससे धीरे-धीरे विज्ञान विषय को क्लिक्स मोड्यूल की डिजिटल गतिविधियों के द्वारा छात्राओं को पढ़ाने लगी। अभी तक छात्राओं ने आण्विक संरचना तथा खगोलिकी के मोड्यूल को काफी रुचि से समझा एवं पूरा किया। मोड्यूल की गतिविधियाँ काफी अच्छी है तथा इनको करने में छात्राओं को भी बहुत आनंद आता है। मोड्यूल की जानकारी को दैनिक जीवन से भी जोड़कर समझा जा सकता है। मोड्यूल के द्वारा विषय समझने में छात्राओं को बहुत आसानी रहती है। इस प्रकार की गतिविधियों में किसी प्रकार की समस्या आने पर फील्ड टीम के द्वारा भी काफी सहयोग तथा मार्गदर्शन समय-समय पर मिलता रहता है।



### Current Status of RAJASTHAN



SCHOOLS	TEACHERS	STUDENT
101	248	13,277

### Follow us on

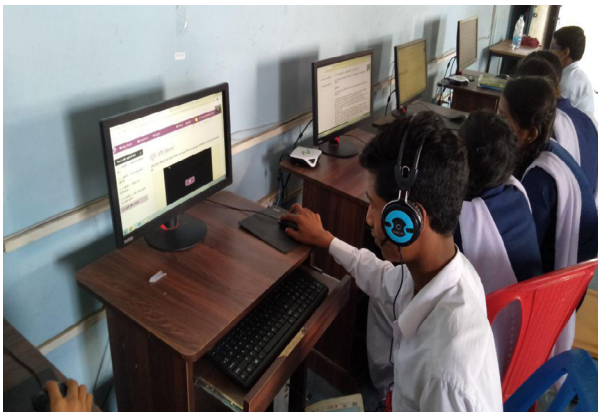


Ajay Pandey,  
Science Teacher,  
Shobharam Dewangan Higher Secondary School,  
Dhamtari



## CLIX Experience – Innovative way of Learning

I have been associated with CLIX program from this academic year only and have implemented most of the science modules with my students. Earlier, I was facing lot of technological issues for which I needed the support of the field team but now I can manage the lab easily. Students are also enthusiastic to learn science through CLIX modules as it contains both the activities and the ICT part of learning. Now, I am taking two sessions as the strength of the students is high, therefore trying to give equal opportunity to all the students. Since, it was the first time I was implementing CLIX program, it took me some time to understand the features of the platform such as e-notes, gallery, comments section and others which students are currently using. It makes students interested to learn concepts of science in a much easier way.



### Current Status of CHHATTISGARH



SCHOOLS  
47



TEACHERS  
139



STUDENTS  
4680

Hmingthanzuali,  
English Teacher,  
Government High School Durtlang,  
Aizawl, Mizoram



## My CLIX Experience

As far as my experience go, I found the audio visual lessons like Story Time, Picture Play, Let's Talk in the module most effective as students easily understand the context and the activities facilitate them to enjoy what they are learning.

In CLIX classes, students have an opportunity to speak freely, to do their activities together. This helped boost their confidence level. It also offers quality time for students and allows them to engage actively in the lesson and to go at their own pace and provides opportunity for weak students.

I personally believe that if students are given more opportunities to learn other subjects using ICT, they will surely learn better, faster and clearer.

Zorinkimi, Class-X, Roll no.-1 said, "CLIX classes helped me to have more opportunities to speak in English and it helped increase my vocabulary. In Physics and Mathematics it helped me to exercise my brain while doing the activities. It strengthens my ability to think, most of all audio-visual activities and practice helped me to understand better and it makes learning so real."



Government of Mizoram

### Current Status of MIZORAM



SCHOOLS  
30



TEACHERS  
154



STUDENTS  
4400



## Blog of the month

### A Year's End, A Journey Begun (03.12.18- 04.12.18)

*Anusha Ramanathan,*  
TPD-Implementation Coordinator, Consultant  
Centre for Education, Innovation and Action Research

The school is a complex microcosm with many dynamics at play. From the Head Master (HM) to the teachers to the computers to class size to peripheral measures such as availability of rooms, other programmes in the school, parental interest—all these factors determine the shape a programme takes in that school. This December, we went to schools in Telangana to better understand the process and ruminate over what works and what needs work.

The CLIX Team assembled in Telangana to visit schools during 3–4 December 2018. Some of us were new to school visits, others were old hands. A common purpose bound us all: understand the school microcosm and identify what enables and what detracts the rollout of CLIX and what else is at play in that school's world. Each school has a story to tell, and this blogpost traces the story of one of these schools.

Zilla Parishad High School Thippaipally is in rural Karimnagar (old district). To reach it, one passed along cowsheds and old houses in the village, where the old men sit reading newspapers and chit-chatting and old women sit sunning themselves in the front yard as young women bustle about their morning tasks of drying clothes, laying out papads, making cowdung patties and so on. This is the community that supported the school getting three more computers in addition to its eight to enable the entire classroom to participate in ICT-enabled learning. The school renovated its ICT lab and changed its classroom allocation such that the 8th and 9th classes stayed in the ICT lab as much as they could.



8<sup>th</sup> and 9<sup>th</sup> Std Students Learning Together: When Multilevel Learning Is Made Desirable

[Read more](#)



## Tech Assist

### Unresponsive Keyboard or Mouse:

The WiFi router is used for the wireless LAN setup. The internet performance for its users depends upon the internet connection plan and bandwidth available at any given point of time. Positioning of the WiFi router in a school lab or home also affects the speed of accessibility in the LAN setup for offline setup as well as online access.

Let's consider some of the best practices to position the WiFi router for maximum performance:

- Place the router in an optimal position from all the devices which access it. The Antenna should be positioned to maximise wifi range.
- Physical elements like wall, cabinets, glass or reflective material, furniture etc. that can block the wifi strength should be avoided.
- As Wifi signals move in a downward motion place the router at a maximum possible height to optimise its strength and coverage area.
- All of the above factors should be considered before placing the router.



## Research

### The Role of Technology in Creating Safe Language Learning Spaces

*Lavanya Murali, Nishevita Jayendran,  
Anusha Ramanathan, Jennifer Thomas,  
Sujata Bhonsale, Mayuri Kulkarni,  
Surbhi Nagpal, Reema Mani*

Language acquisition studies in the past have asserted the need for a conducive environment to ensure better language acquisition (Krashen 1982, & Brown 2012). This study is located in the CLIX English classrooms which is a lab-based space that offers course modules to improve listening and speaking skills

[Read full Paper](#)

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 and Action Research (CEIAR).





## Explore CLiX

**CLiX offerings:** <https://demo-clix.tiss.edu/>

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

**Publications:** <https://clix.tiss.edu/research/publications/>

**Releases:** <https://clix.tiss.edu/research/releases-modules/>

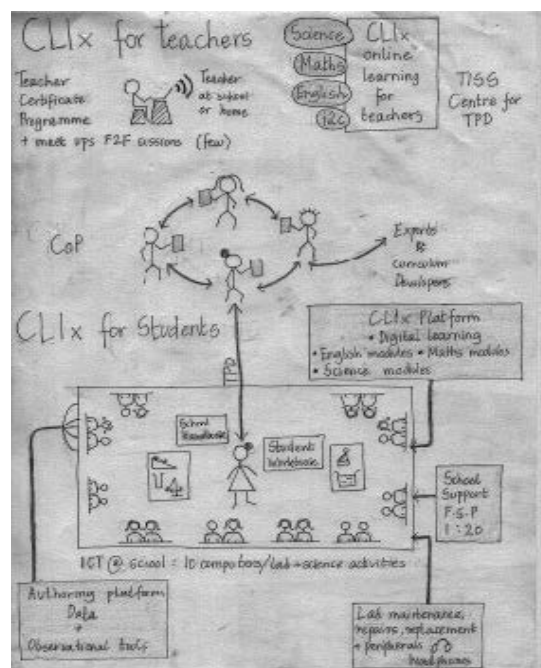
**Blogs:** <https://clix.tiss.edu/news/>

**CLiX in the Media:** <https://clix.tiss.edu/press-room/>

**Opportunities:** <https://clix.tiss.edu/opportunities/>



## About CLiX



## Module: Health and Disease



Health and Disease is studied in its social and scientific contexts through observations, collecting data through surveys, making hypotheses based on their observations through independent short project works.

**Duration-** 3 weeks/12 periods

**Grade-** 8-9

**Digital tools-** [Population Data \(Star Logo Simulation\)](#)

**Developed by-** CLiX Science Team



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 21<sup>st</sup> 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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