

Voices from the field



Current status of Telangana

Schools: 300
Teachers: 1,859
Students: 10,080

My name is Aruna, am studying 8th Class at ZPSS Teralapally School, Warangal District, Telangana State. We started using CLIX in our school since few months. I feel this is useful to us. We have two benefits from CLIX.

- We are learning chapters from our syllabus, improving our knowledge &
- We are learning how to use computers, how they are connected and to start them.

Raju Sir has taught us how to go on the platform and enter our id and password.

Currently in CLIX class, we are learning MOTION chapter, **its is very interesting.**

I have played RUN KITTLY RUN game and it's very interesting. We have learnt to observe that the speed of the kitty through this game. There are questions given at the end of the game which I answered. I wrote my all my doubts in notebook. As I am reading this lesson in my textbook I had few more doubts and got it clarified with my teacher.

I watched some videos, boys are travelling in a car and one boy kept his head out, and he started playing with a ball. In this I observed the speed of the ball. I understood speed concept better and faster by doing this activity. I learnt to prepare measuring instrument by using A4 size papers.

I feel very confident to use computers after using them 2-3 times. So, **we want CLIX program in our School always so that we can go back to computer lab whenever we want, can study or play games and learn better.**

- Aruna, 8th grade student, ZPSS Teralapally School, Warangal district, Telangana



Government of Mizoram

Current status of Mizoram

Schools: 30
Teachers: 154
Students: 4,400

Connected Learning Initiative or CLIX as we know it provides a platform for the students for learning which is very different from the normal class room. It is like a window of fresh air, something wonderfully different from their daily routine.

Learning through CLIX has enabled the students to be themselves and learn in a tension-free environment. During CLIX class, they open up and eagerly do their task before them. The class becomes alive. They listen, discuss and even consult their peers. They are not afraid to make mistakes. Whatever they have learned from the CLIX class they bring it back to the normal class room. Students are more active, inquisitive and sensible. CLIX class is always too short, whether you allot them a period or the whole afternoon.

Students come from different backgrounds and environment. For some, their first CLIX class is their first time holding a mouse. I still remember the time Robert of Mizoram CLIX team took time to show two of my students how to start a computer. The look of satisfaction on their faces, that I will never forget. And yes, by the end of that year, those two girls were very comfortable handling their CLIX modules.

The advantages of CLIX does not stop with the students alone. It creates a bond, a meaningful relationship between teachers and students. It is a challenge for teachers to upgrade ourselves. We feel more confident and moreover gives us that amazing feeling of being "technologically smart".

Whether we accept it or not, every school is competing with the world of entertainment. Schools cannot depend on the same teaching aids that has been used for generations. We need the right tools to modernize our school so that every student will wake up with a smile in the morning and be thankful that it is school day, not a holiday.

There are still lots of work to be done for CLIX to be a complete success. We are taking baby steps towards achieving our goals. If we do not stop today, tomorrow is not so far away. We will soon be taking a giant leap towards a better tomorrow for our students.

- Esther Zohmingliani, English teacher, Durtlang High School, Mizoram

Voices from the field

contd.



Government of Rajasthan

Current status of Rajasthan

Schools: 101
Teachers: 248
Students: 13,277

Technical and Implementation Workshop (March, 2018 held at Pune) was a great learning experience for me as a new fellow. On each day, I got the opportunity to take part in the different knowledgeable and informative sessions. I understood some basic terminology like Concerns-Based Adoption Model (CBAM), Invitation to CLIX (i2C), Teacher Professional Development (TPD), Implementation Monitoring Tool (IMT), treatment school, control school etc. This workshop was the platform for me to understand the fundamental and structural idea of my work and organisation.

Change is always slow and requires time, long term sustainability requires long term commitment. Our roles can change but we should continue our effort for CLIX program.

- **Satender Singh, Field Support Person, Rajasthan Implementation team, CLIX**



Current status of Chhattisgarh

Schools: 47
Teachers: 139
Students: 4,680

On 13th April 2018, Chhattisgarh Implementation Team had a meeting with District Education Officer (DEO) Dhamtari to discuss about the activities of CLIX. The discussion was mainly around the TPD, Communities of Practice (CoP) and the modules developed in 3 domains. In order to make him understand better, CLIX Chhattisgarh video was shown to him for which he suggested to upload in social networking page of DEO Dhamtari office so that more people can have access to it about the activities done by us in these schools. Even he suggested us to share the documents, pictures, news article in the local media of Dhamtari in which DEO office will support us in getting it done locally. He recommended to join the district education functionaries such as Block Resource Centres (BRCs) or DEO himself in our CoP telegram groups of each domain which can help in smooth functioning of the activities. Several suggestions were made by him so can be said a first step towards adoption by state.

- **Tushar Goel, Research Associate (Junior), Research team, CLIX**

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 begin with a glossary of frequently used terms.

Storages

Storages are nothing but the place where files and folders are getting saved or preserved.

Types of Storages:

Random Access Memory (RAM) - Temporary memory

Type of computer storage which stores data and machine code when the computer is in working state.

It is considered "random access" because you can access any memory cell directly.

It is called as volatile memory because it loses its content when the power goes off.

Example: When you are typing / entering data in Word processor, before saving, the data is stored on RAM and after clicking on save button, it gets stored on HDD.

Hard disk drive (HDD) - Permanent memory

Type of computer storage which stores data permanently, which persists after rebooting the computer also. Whenever we click on the Save button, it gets stored here in the HDD.

CDs and DVDs - Portable memory

CD - Compact Drive (Capacity - 700MB)

DVD - Digital Versatile Disc (Capacity - starts from 4.7GB)

These are digital optical discs, which store data and we can move this data from one computer to another. We can store documents, audio, video files and much more types of data in it. The devices used to read / write content in these discs are known as CD / DVD Drive. The process of writing data on CD and DVD is known as Burning Data in the disc.

Type of Compact disk:

One time writable: You can write data in disk only once.

Re-writable: You can write data multiple times, wipe out the earlier data and burn again.

Pen drives (PD) - Portable memory

Type of computer storage which is portable. Portable means it helps us to carry our data from one place to another. Pendrives have replaced floppy disc, CDs and DVDs. Current technology also includes OTG support with pendrives, which means it can be directly connected to mobiles. These are connected on the USB port of computers. Capacities vary from 1GB to 128GB (Lower capacity production has stopped and we can expect higher and higher capacities in future).

Blog of the month



Work Week, Fun Meet (19.03.18 – 23.03.18)

What happens when a crowd of over a 100 meet for a week? What if they are work colleagues from all parts of India? From Mizoram to Rajasthan and from Delhi to Chhattisgarh to Mumbai to Bengaluru all directions converged at Sangam World Centre, Pune, for the much awaited all-CLIX meeting. In person. Finally. And was it a 'Wow' experience!

It all began with an idea as it always does. 2018-19 was the year of implementation and we intended to achieve our new goals and more. But first, there must be an all-CLIX team meet. We had done this in early August 2016 with the COOOL Workshop with fewer team members, but with a parallel TPD Advisory meeting on, we could not much engage with each other. More's the pity. What a journey from the Vikhroli gardens in 2016 to now an entire week in Pune, far from the madding crowd, with such snail-pace internet that we had to, just had to, engage with each other. And we did and how.

Cricket was the sport in the mornings and badminton in the evenings. And yes, someone would invariably play “ढल गया दिन, हो गई श्याम..” “Dhal gaya din, ho gayee shyam...”). We do so love our clichés. The swimming pool had a respite from us only during working hours. The hall where we worked so earnestly in the daytime was our discotheque come evenings.

We sang, we played, we ate, we danced. Some of us went out. We were all kept busy swatting flies and mosquitoes and other insects. Some of us wrote and enacted skits, others sang their shaayaris, and yet others performed ‘Hawa Hawaii’. Oh! we had so much fun. A karaoke night became a bollywood dance party. A jam session each night lasted past three AM! We managed to make merry. And in the morning, somehow, still had energy. It was not just a retreat by any means.

We had 7:30 AM meetings and some meetings stretched late into the night. Some of us were making calls and sending mails until 2:00 AM or later. But through it all, we bonded. We came together not truly knowing each other. Many of us had not even heard of CLIX in 2016, at the time of the first all-CLIX meet. Many of us were meeting for the first time. But when we parted, we knew we wanted to meet again and again and again. We had been colleagues, but now we were friends. The energy is still palpable.

The jokes are still making the rounds. The CLIX Roast is still being toasted. New talents discovered in that week are still being revelled in.

The Tech-Implementation Workshop week 19–23 March 2018 was when we finally connected with so many of our team members. This despite working for the Connected Learning Initiative. Thank you Omkar, Ajay, Garima, Sahana, Satej, Shubhangi, Amol and so many more. Thank you CLIX Team for being the dream team. As Radhika, despite her fracture, said “We were not sure about coming. But we are sooo glad we came.” Here is to many more such gatherings!

Anusha Ramanathan, Curriculum Consultant, English and Teacher Professional Development team.

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).

This month we feature Amit Dhakulkar and G Nagarjuna's paper ‘Exploring the transient phenomenon of Electromagnetic Induction’ published in the Conference Proceedings of epiSTEME 6 - International Conference to Review Research on Science, Technology and Mathematics Education

The main objective is to demonstrate that coil-magnet system with a data-logger becomes an exemplary experimental model system to teach science as well as the method of science. We first describe a task which involves designing, constructing and conducting quantitative experiments by students with a focus on collecting, representing and analyzing large, real-world data sets.

Second to establish the coil-magnet as an exemplary model which allows for easy parameter manipulation, and third, to make a case for use of computers for data collection and constructing graphs to bring out salient features of scientific investigation.

[Read full paper 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: English Beginner



This is for beginner students with limited English vocabulary and grammar skills. Initial focus is to build listening and vocabulary skills, and then develop speaking skills.

Themes: Colours, the world around us, actions, the calendar, the weather, feelings, leisure.

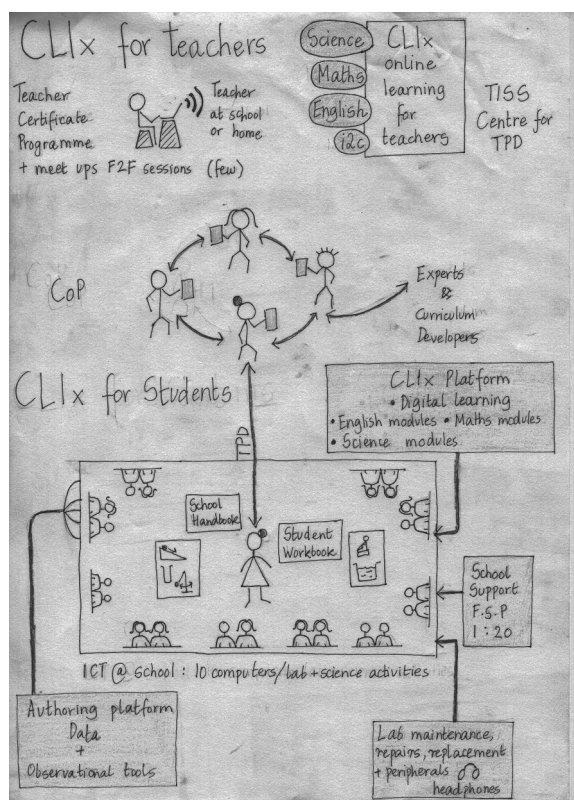
This module takes 11 weeks (22 periods) to complete.

Forthcoming events

21st May '18 - Rajasthan Teacher Educator Training commences

25th May '18 - Rajasthan Teacher Training commences

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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