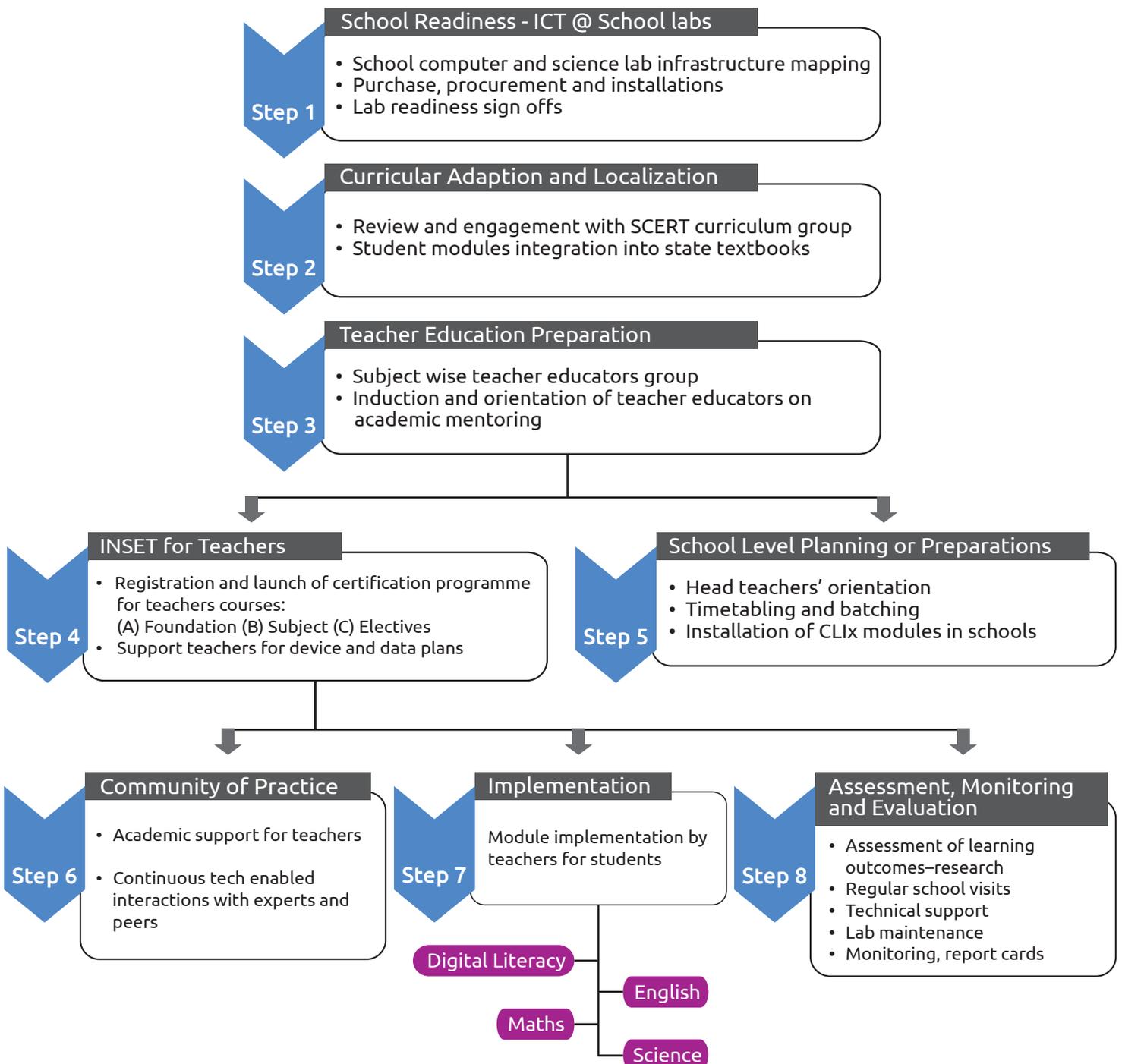
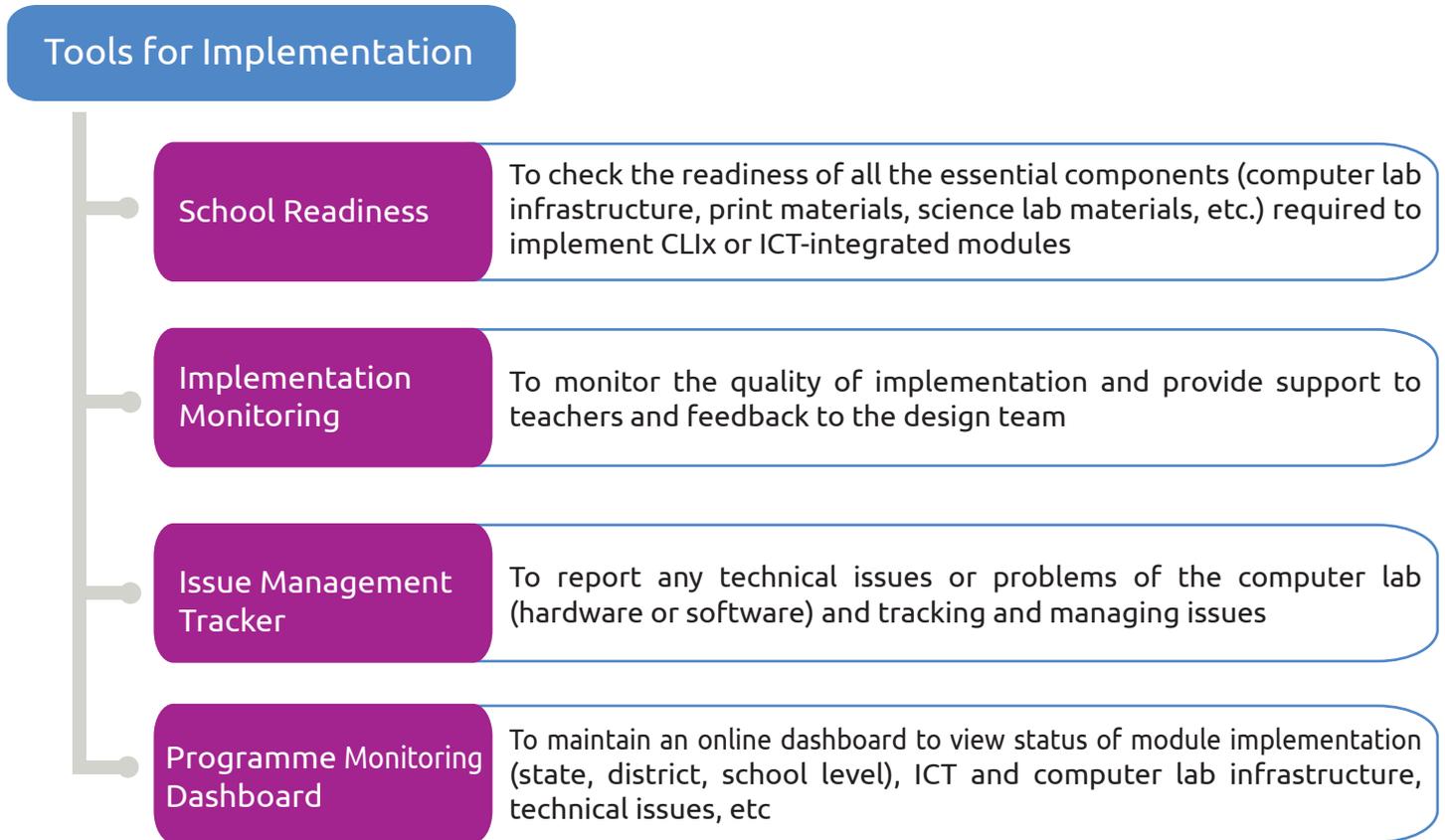


CLix programmes in schools follow certain processes to ensure that the flow of activities leads to quality implementation. The process starts with the readiness of schools in terms of labs (computer and science) infrastructure, which is crucial for ICT-enabled learning. To align the modules with the school curriculum and integrate it with state’s goals, the state academic body (SCERT, etc.) and the CLix subject teams work together. The CLix programme has no ICT instructor responsible for ICT-enabled content teaching; teachers are the pivot in implementation. As primary agents for developing new content, teachers are enabled to use ICT for both, teaching and their own learning. To this end, CLix offers a postgraduate certification programme to teachers and teacher educators for their professional development. For school-level implementation, readiness of computer lab, micro planning, batching of students and timetabling are critical. Regular monitoring and evaluation are essential to provide needed support to teachers and schools.



Tools for Implementation

CLix has designed certain tools which work both online and offline to check field readiness, to manage and resolve technical issues and to regularly monitor programme implementation in schools. All the data gathered through these tools is aggregated, analysed and reported on a dashboard fortnightly. Reports can also be generated at the state, district and school levels.



Government Partners - Government of Chhattisgarh, Government of Mizoram, Government of Rajasthan and Government of Telangana

Development & Implementation Partners - Centre for Education Research and Practice, Jaipur; Department of Education, Mizoram University, Aizawl; Eklavya, Bhopal; Homi Bhabha Centre for Science Education, TIFR, Mumbai; National Institute of Advanced Studies, Bengaluru; State Council of Educational Research and Training (SCERT) of Telangana, Hyderabad; Tata Class Edge, Mumbai; Inter-University Centre for Astronomy and Astrophysics, Pune.

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