

Roles and Responsibilities

CLix believes in a nested model in developing the teachers' innate capabilities to be effective change agents. This is best achieved through local resource persons (RPs) who initially act as a conduit for the experts but gradually develop their own capacities and are experts in their own right contributing to the development of the programme. Mentoring these local resource persons to be the leaders of ripples of change that spread wide and deep is a core aspect of the TPD programme of CLix.

The state has generally aided CLix in selecting the RPs, though they could also be selected on the basis of other criteria such as volunteering to be RPs nominated by colleagues and so on. All that is required is that the RPs possess a good understanding of their subject, demonstrate an ability to train and mentor peers and be reasonably adept in using technology, at least the basic tools of social media, mobile phones and word processing tools on the computer. The teachers would be subject teachers that CLix modules cater to. The workshops, implementing the CLix modules in school and managing and participating in the communities of practice are the responsibilities of the designated CLix Resource Persons (facilitators) as well as the teachers participating in the CLix professional development. Both resource persons and participating teachers need to be aware of their responsibilities prior to committing to the programme.

Roles of Resource Persons (RPs)

1. RPs need to have undergone training on CLix modules by TISS faculty or designated CLix RPs of the state.
2. RPs need to facilitate at least 2 workshops for teachers based on their domain expertise (English Language, Mathematics and Science)
3. RPs are required to write reflective reports of their experiences of facilitating the workshops and sharing on the RPs community of practice groups.
4. RPs are required to ensure that the participating teachers are made members of the respective subject domain communities of Practice on the WhatsApp/Telegram group.
5. RPs and teachers who are interested in pursuing the RTICT certificate programme offered by TISS may write to <add email> for more details.
6. RPs need to provide continuous academic and pedagogical support to teachers by managing the teacher communities of practice throughout the academic year, encouraging teachers to share their issues, classroom work and pedagogical ideas.

Role of teachers

Teachers are required to

1. engage actively in the workshops.
2. become members of the WhatsApp/Telegram community of practice groups and engage actively by reflecting on their teaching and sharing their thoughts and ideas.
3. implement the CLIX student modules in their schools and classrooms and share their experiences on the community of practice
4. engage on an ongoing basis with their peers on the community of practice sharing classroom experiences and issues related to the subject they are teaching.

Teachers who are interested in pursuing the online RTICT certificate courses offered TISS may write to <add email> for more details.

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