We are happy to share with you **'Making Edtech Work for Secondary School Students and their Teachers: Research Findings from Connected Learning Initiative, Phase I'**

CLIx phase 1 (2015-2020) seeded by the Tata Trusts and led by The Tata Institute of Social Sciences, Mumbai, India, and Massachusetts Institute ofTechnology, Cambrdige, MA, USA was implemented in the states of Chhattisgarh, Mizoram, Rajasthan and Telangana across across 398 schools, reaching 76226 students and 3509 teachers and 244 teacher educators

This report presents findings from three major research studies conducted on CLIx on matters of Adoption and Impact of CLIx in phase 1:

1. Monitoring and Evaluation of CLIx Design and Intervention Study,
2. the Baseline-Endline Study and
3. The Innovation Diffusion and Process Documentation Study

The findings show that

* conditions for successful implementation of CLIx i.e., lab functionality, availability of CLIx digital resources, continuous onsite support etc. were met to a highly satisfactory level.
* Long term CLIx Teacher Professional Development produced change in teacher knowledge, attitudes and practice of meaningful integration of ICT in education in English, Maths and Science.
* Student learning in CLIx specific subject topics in English, Maths and Science were significantly higher than their counterparts in non-CLIx schools when taught using CLIx digital resources with high degree of fidelity to design.
* Students in CLIx schools when taught by teachers with high levels of TPD and with access to use of CLIx digital resources perform better across grade level subject areas, particularly in English and Science.
* When equitable access is provided to girl students and students from disadvantaged castes they are able to perform better in scholastic and non-scholastic areas.

The report which is the culmination of 3 years of rigorous research, involving mixed methods design and multiple sources of data, is being shared with you as it contains insights relevant both to understanding ICT deployment in government school contexts and impact on teachers and students of implementation at scale. It presents insights on robust practices and design that can have a positive and sustainable impact contributing to meaningful tech use by teachers and students. CLIx in phase 1 aimed at proof of concept. CLIx in phase 2 is now focussing on promoting sustainable good practices for interactive ICT OER adoption within state systems, and by teachers and teacher educators.